DOCUMENT RESUME

ED 360 283 SP 034 636

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TITLE Innovation in Teacher Education.
INSTITUTION New Zealand Council for Educational Research, Wellington.
REPORT NO ISBN-0-908916-15-5
PUB DATE 93
NOTE 63p.
AVAILABLE FROM New Zealand Council for Educational Research Distribution Services, P.O. Box 3237, Wellington, New Zealand.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Contracts; Delivery Systems; *Educational Change; *Educational Innovation; Elementary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Quality Control; *Schools of Education; Student Experience; Student Teaching; Teacher Education Programs
IDENTIFIERS *New Zealand

ABSTRACT

This report examines the ways in which New Zealand's six colleges and schools of education have reacted to new responsibilities and challenges in producing better teachers and adapting to changed governmental requirements. It is based on interviews conducted with senior staff at the six institutions which are the main providers of teacher education in New Zealand. The report indicates that all the colleges are committed to degree programs as the norm for educating elementary teachers. All the colleges are acquiring contracts, primarily with the Ministry of Education, to develop curricula and implement teacher professional development programs. The colleges are investigating and piloting more flexible ways of delivering courses of preservice teacher education, including shortened courses and off-campus courses. Colleges are also recognizing the value of other types of educational experiences of students entering preservice teacher education programs. Colleges are using many approaches to improve the quality of practice teaching experiences. The colleges' increased autonomy is encouraging them, and a more competitive environment is forcing them, to pursue quality assurance goals more vigorously. (Contains 22 references.) (JDD)

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Margery Renwick
New Zealand Council for Educational Research

INNOVATION IN TEACHER EDUCATION

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INNOVATION IN TEACHER EDUCATION

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New Zealand Council for Educational Research

New Zealand Council for Educational Research
Wellington 1993

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for Educational Research
P.O. Box 3237
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New Zealand

ISBN 0-908916-15-5

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This is a report prepared for the New Zealand College/School of Education Principals based on interviews conducted by the author with senior staff at the six institutions which are the main providers of teacher education in New Zealand: the Auckland, Christchurch, Dunedin, Palmerston North, and Wellington Colleges of Education and the School of Education, University of Waikato, Hamilton.

Report typeset by Wellington College of Education

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INTRODUCTION

Colleges and schools of education are intensifying their efforts to achieve excellence in teacher education. The institutions (hereafter referred to as colleges) are going through a period of rapid change as they explore ways of producing better teachers and also adapt to changed Government requirements for the management of tertiary institutions and the delivery of tertiary education.

Among the most important changes for the colleges of education are:

* increased responsibility to manage their own affairs
* bulk funding and financial accountability
* the movement of teacher support services (formerly teacher advisory services) to the colleges
* closer affiliation with universities
* revisions and changes in the content of programmes of training
* opportunities to diversify their operations.

Changes to the way that the central educational agencies are operating are also presenting new challenges to the colleges. The Ministry of Education is contracting out many responsibilities which the former Department of Education undertook through its own staff. All colleges are, for example, vitally involved in all aspects of curriculum development and professional teacher development.

The increased autonomy of institutions has also had a major impact on the thinking of staff in colleges. As well as responding to external demands and initiatives, the colleges have themselves initiated programmes and services. In particular, the interaction between the colleges' traditional role of providing courses of initial teacher training and the new function of teacher support has created opportunities notably in the field of teacher development and in-service training which are strengthening the bonds and working relationships between advisers and lecturing staff.

All colleges are responding to similar issues. Some of their solutions to these issues are similar, others are different. The colleges are determined to maintain reasonable national comparability of "outputs", but increased autonomy means that the colleges, which have never been replicas of each other, are developing even more marked individual

characteristics than in the past - influenced by, for example, size, geographic locality, proximity to other institutions (particularly universities and polytechnics), as well as the collective and personal philosophies of staff. It is a strength that the colleges have reacted to their new responsibilities and challenges in different ways.

When people think of teacher education, most probably think first of primary teacher education. This is still the main function of colleges of education but they have diversified and taken on many other responsibilities and functions as well. This is illustrated, for example, by the percentage of equivalent full-time students (EFTS) allocated to primary pre-service teacher education. Examples of the distribution of EFTS are given for Palmerston North and Wellington Colleges of Education (see Figure 1).

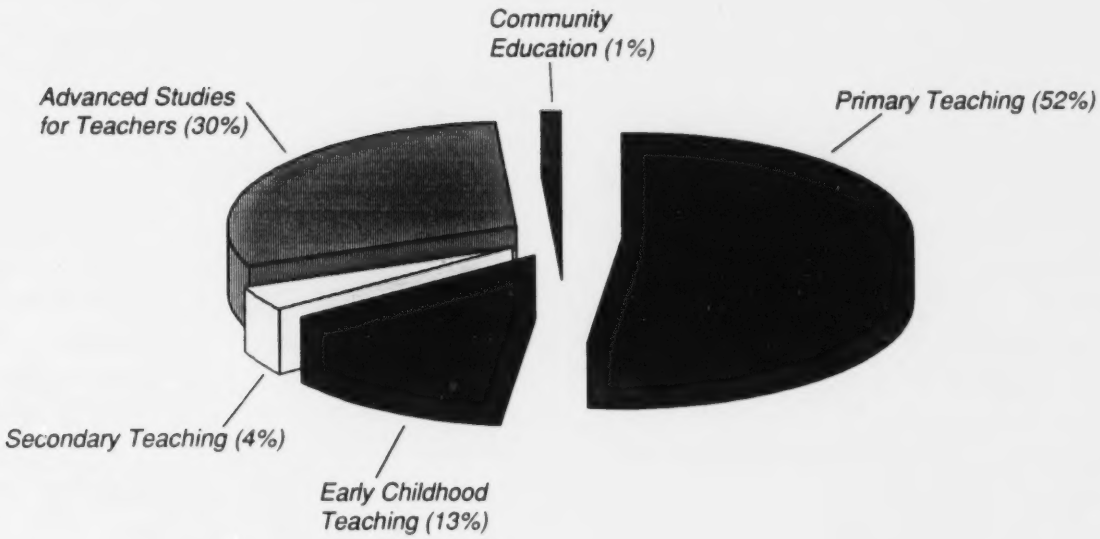
In what follows, examples are taken from the six institutions which are the main providers of teacher education. The fact that in any particular case a college or school of education is not mentioned does not mean that similar developments are not also occurring in that institution. The focus is on primary pre-service teacher education, but examples are also drawn from early childhood and secondary, and a wide range of other services now offered by the colleges in their attempt to keep abreast in a time of unparalleled changes.

Margery Renwick

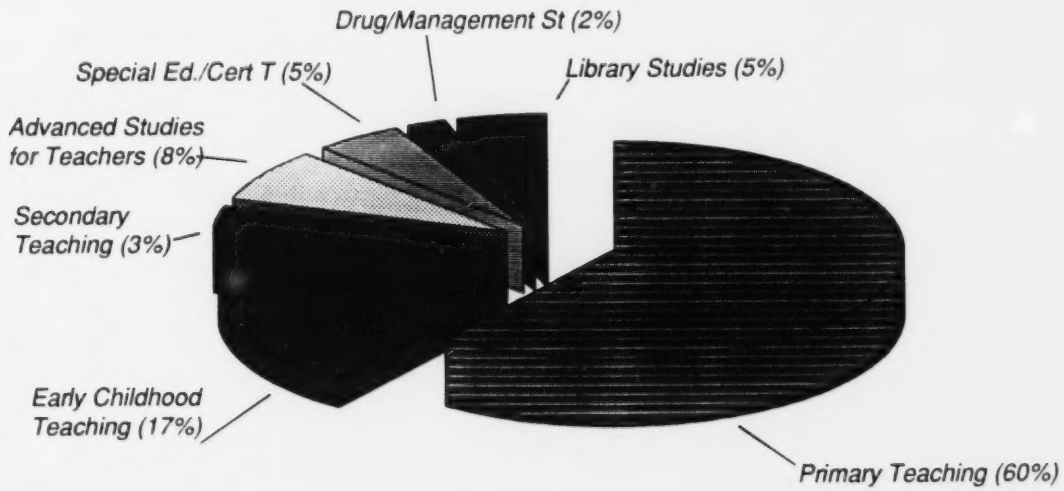
Margery Renwick
Wellington, 1993.

Figure 1

Palmerston North College of Education



Wellington College of Education



TOWARDS A GRADUATE PRIMARY PROFESSION

The colleges have for many years been moving towards primary teaching as a graduate profession. The process has been accelerated by the Government's policy to "raise primary teacher education and training to degree status" and for "teachers colleges to evolve towards autonomous, professional colleges of education, affiliated to the universities to facilitate integrated degree courses." (National Party Policy on Education, 1990.)

The colleges and their neighbouring universities have differed in the arrangements by which primary trainees obtain degrees. The universities have for more than a century allowed college students to enrol as part-time students, usually in B.A. degree programmes. Beginning in the mid seventies, Waikato, Massey, Otago, and Canterbury have introduced B.Ed. degrees in association with their neighbouring college of education. In 1990 Auckland University and the Auckland College of Education followed suit. Discussions between Victoria University of Wellington and the Wellington College of Education are nearly complete for a B.Ed. degree. Meanwhile, Waikato University and the Hamilton College of Education have taken the further step of amalgamation. Since June 1991, all teacher education at Hamilton is now done in the School of Education of Waikato University.

When the B.Ed. degrees were initiated not all students automatically enrolled at university. The move provided students with the option of completing a four-year B.Ed. degree course or the three year course for a diploma of teaching. What follows is not intended as a comprehensive account of recent developments but rather brief comments on some of the issues involved.

Of particular importance is the degree of consultation that has gone on between the colleges and universities in setting up the B.Ed. degrees and the collaboration that has continued in the teaching and administration of courses. In Auckland, for example, all primary trainees enrolled at the college in 1991 enrolled for a B.Ed. degree, in courses jointly planned, written, and taught by university and college staff. The new degree is not just a collection of previous education papers at the university. As well as university staff influencing college courses, college staff have influenced university courses. College lecturers, for example, have rewritten college courses which are now university courses with a much stronger teaching focus. One of the highlights of the B.Ed. degree is that equal mana has been given to university and teaching subject or college papers - 14 are university and 14 are college based. Staff regard the new B.Ed. as an exciting development. The new 300 level pedagogy paper, for example, is producing some of the best work the college has ever seen in terms of integrating theory with practice in curriculum areas.

A similarly collaborative approach is under way in Wellington. Central to discussions between the Wellington College of Education and Victoria University is the emphasis on school curriculum and practical experience, essential to effective teacher education, being

recognised through B.Ed. programmes. Students at Wellington, however, will not be required to enrol for a B.Ed., although it is hoped that most will, particularly given the high success rate of Wellington students currently enrolled in B.A. degrees. (In 1992 the pass rate was 91%.) Wellington, while as anxious to achieve high academic standards as other colleges, is also concerned not to exclude students who have important life skills and the potential to be classroom teachers but are not able or do not wish (frequently for family and financial reasons) to undertake a four-year course of training.

This degree of flexibility, with some students enrolled for a B.Ed. and a diploma of teaching while others enrol for a diploma of teaching only, is characteristic of some colleges but not others, and the picture is changing. In Christchurch, for example, students have had the choice of enrolling either for the diploma or the degree but from 1993 all students will be expected to enrol in a B.Ed., because of the college's overriding concern for academic excellence. Staff believe the pool of students with high academic qualifications is sufficiently large for them to exclude students without the prerequisite academic qualifications to undertake university courses.

Flexibility will remain the hallmark of the primary training programme in Dunedin. At present, 75% of students entering Dunedin College of Education to do primary training are doing a B.Ed. course. Others will finish with a diploma of teaching. The B.Ed. is a very flexible degree with eight or 12 of the 27 papers being the university component. The university papers can be done at any time during the course. The integrated university and college programme at Dunedin allows students to start by doing a diploma and later switch to a B.Ed. as both qualifications can be built up from the same total range of courses. It is possible for students to catch up on the university component in the second or third year if they opted for all college papers in the first. The first- and second-year students doing a B.Ed. may do courses more or less equivalent with those doing the diploma but, in the third year, B.Ed. students may have virtually a full-time university year and then come back to complete the diploma in the fourth year. An advantage of this system is that students will have had recent classroom experience when they apply for their first teaching position. This system compares favourably with the experience students had until recently at Waikato where students did a full university year at the end of their course, which meant it could be 18 months since they had classroom contact when they gained their first teaching position. However, the revised B.Ed. at Waikato now provides for teaching practice in all 4 years of the B.Ed. The Dunedin B.Ed. is probably more complex than the comparable degree from other colleges but it is also more flexible, as is the composition of the degree. Students have to do two Education III papers but the other university components can be from any faculty, for example, science, theology, maths, or commerce. One of its characteristics is the degree of student choice. A flexible structure will also be provided by the Wellington B.Ed. when it is introduced in 1993.

In Hamilton, the amalgamation of the teachers college with the university was the culmination of years of planning. With adjacent campuses there were pragmatic reasons for the amalgamation in terms of economic uses of resources, including a joint registry. But there were also sound educational reasons, the major one being a belief that teacher education should be research-based and that this development could most easily occur in a university setting. Lecturers preparing students for the classroom should be in the

vanguard of knowledge, doing research themselves and keeping closely in touch with other people's research. Lecturers need constantly to reflect on their own practice - what they teach and how they teach it - and their work needs to be based on research on children and young adults in the schools they are preparing students for. Research projects being undertaken by staff range from systematic investigations as to how children learn in various subject areas, to projects working with associate teachers to upgrade the kind of experience they give to young teachers, to an exciting development in social studies using electronic mail teleconferencing between some Hamilton schools and schools in Texas and New Mexico; such projects demonstrate the tremendous potential among college staff to do effective and innovative research. Some of these projects have been funded by money from the school development fund, which the university set aside as part of the amalgamation process. Others are funded through Ministry of Education contracts (see also p.11).

Amalgamation has not been achieved without problems. In part this is a consequence of the speed of the changes; in part through tensions caused by bringing together two institutions with different "cultures": the university with an emphasis on research and publication, and the former teachers college with its prime emphasis on practical teacher education. Problems in developing an appropriate administrative structure and resolving industrial issues related to staff conditions of pay and work have posed difficulties.

The relationships between the colleges and the universities and the courses they run are being kept under continuing review and scrutiny. All colleges have a joint board of studies, or similar mechanism, which monitors courses and results. New courses are also being developed and this can be illustrated by what is happening in Dunedin where secondary trainees may also enrol to do a B.Ed. in, for example, physical education, consumer and applied sciences, or music (in the planning stages). There are therefore now two routes to becoming a trained secondary teacher - the traditional route of gaining a degree plus one year post-graduate teacher training, or gaining a concurrent diploma of teaching and B.Ed. degree. A B.Ed. in home science is also offered for students hoping to specialise in teaching at the F1 and 2 level.

Two pipeline developments are:

**a primary B.Ed. with a specialisation in music education*
**a primary B.Ed. to further support the teaching of Maori language and Maori education*

Students from colleges of education who take university courses have a high pass rate. An analysis of the first and second year education papers taught at Otago University in 1992, for example, showed that in the three papers compulsory for the B.Ed. degree, college of education students performed better than all other degree students. The pass rate of college of education students for each of the three papers was 90% or higher.

The speed with which the colleges have moved towards making primary teaching a graduate profession has varied as has the level of integration with universities both sought and achieved. Some staff argue that teacher education can best be served by "stand alone" colleges of education, others by colleges amalgamating with universities, but all

agree that teacher education has to be the prime focus of an institution or school within a larger institution, and that there needs to be a close relationship between college courses and school practice. Whether to achieve this colleges have to remain stand alone institutions, the view for example in Christchurch, or whether the same ends can be achieved in an increasingly autonomous school of education within a university, as envisaged at Hamilton, is a matter of on-going debate (see, for example, Knight, C.L. (1992) and Ramsay, P.D.K. (1992).)

Regardless of differences between them, however, all colleges are committed to degree programmes as the norm for primary teacher education. In future, those graduating with a three-year diploma course will be the exception.

CONTRACTS

All colleges are now tendering successfully for contracts usually with the Ministry of Education and other funding agencies. The majority of Ministry contracts are related to the school curriculum and to teacher professional development. There is a sense in which the colleges are taking over functions of the Curriculum Development Division of the former Department of Education. Planning for future curriculum development is a task the colleges would not have taken on previously. It is now a growth area, made possible by the colleges' new autonomy. It is appropriate that curriculum development is increasingly a responsibility of college staff because in terms of subject specialisation this is where the expertise exists.

The curriculum contracts won by colleges are essentially of four kinds:

* to develop a particular curriculum, for example, in science or mathematics
* to assist teachers to come abreast of the ideas in the new syllabus;
* to develop resources in association with new curricula, for example, handbooks to go with the new music syllabus; and
* other forms of teacher development, for example, school management, and mainstreaming of special education students.

The Ministry is deliberately setting out to link teacher development to curriculum development in its curriculum initiatives.

All curriculum development contracts involve practising teachers whose involvement is

> a form of professional development. All teacher development contracts involve curriculum development, in the sense that the focus of the in-service training is usually on developing and extending teachers' skills to assist in the implementation of new curriculum developments, or alternatively developing a resource which will be used locally, or developing learning programmes which will meet the needs of a particular group of students.[1]

Links with the Government's Curriculum Initiatives

In 1990 the Government announced its Achievement Initiative for schools. A key aspect of the Achievement Initiative was to be the development of statements which would specify clear achievement objectives for the curriculum.[2]

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[1] The *Education Gazette*, 31 July 1992 (p.24)

[2] Science in the National Curriculum (Draft) (1992) Learning Media, Ministry of Education Intro.

The Government's priorities are for the development of curricula in maths, science, English, technology, and Maori language. To achieve this end, the Ministry has advertised and let contracts to outside agencies. The colleges of education are uniquely placed to be key players in the development of the Government curriculum initiatives and the related teacher development because of their expertise, regional location, national coverage, infrastructure, and the network of schools associated with them (also staff are increasingly involved with classroom research and staff regularly visit school classrooms). In a contestable environment where there has been stiff competition from other sources - for example, polytechnics, schools, and non-governmental agencies - the colleges have been markedly successful in winning contracts. College staff have been involved in various ways from being the main curriculum developer, to being a facilitator in schools in staff development contracts, a consultant, or member of an advisory committee. In short, the colleges are becoming the key institutions in seeing that the government curriculum achievement initiatives are successfully introduced through writing curriculum statements, trialling them in schools, running teacher development and in-college staff development programmes, and incorporating the new curriculum initiatives in their lecture programme for students. The colleges are working in as wide a range of schools as possible to share the benefits of the contracts they are carrying out.

Teacher development contracts tend to be let on a regional basis. In some curriculum subjects, contracts have been let to all colleges (although not concurrently), for example, Beginning School Mathematics and the Early Childhood Professional Development contract.

Examples of contracts won by colleges with the Ministry of Education are:

Curriculum Development

Art Education
Achievement Initiative English
Achievement Initiative in Mathematics
Achievement Initiatives in Science
Assisting Students from Non-English Speaking Backgrounds
Bilingual Science
Economics Forms 3-7
Form 1 and 2 Mathematics (MECA)
Form 1 and 2 Mathematics (Bilingual)
Instructional Leadership
Music
New Learners of English
Physical Education
Science Education
Science in Technology Context
Secondary Music
Social Studies Forms 3 and 4
Teaching Phase II Learners of English in Primary Schools
Writing Forms 1-7

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Teacher Development Contracts

Achieving Charter Curriculum Objectives
Art
Information Technology
Instructional leadership
Mainstreaming
Mathematics
Music
Primary Progress Cards
Principals' Training and Curriculum Leadership
Science
Strategic Teaching
Writing

Other

Assessment of Children in Early Childhood Centres
Principal Development and Curriculum Leadership
School Management

Examples of Contracts with Other Agencies (consultancies)

Alcohol Liquor Advisory Board
AUS/PSA
AUS: Staff performance
Goodman Fielder Wattie: Nutrition Resource Kit
Health Department HIV Aids
Hillary Commission
Lotteries Board
Ministry of Women's Affairs
NZQA: Upper Secondary School Units of Work in Various Subject Areas
Peer Support Foundation
Social Welfare
Telecom
QE II Arts Council

Examples of Consultancies

Consultancies in the Pacific rim among development countries
Curriculum development work in the Cook Islands, Tonga and Kiribati
Staff development work in Cook Islands and Tonga

Gains for the Colleges from Contracts

* College staff are put at the centre of curriculum development
* Lecturers are developing closer links with schools and teachers through field trials.
* Lecturers previously concerned with the practical training requirements of pre-service students are now focusing as well on the practical concerns of classroom teachers and are working with children in the classroom.
* There is a two-way impact: lecturers are put in contact with teachers because contracts involve schools and teachers in the fieldwork. Teachers also gain through contact with college lecturers whom they recognise as skilled practitioners with an in-depth knowledge of what both children and teachers need to learn.
* Teachers are looking more to colleges and staff as a professional resource base and key reference point within local communities.
* Contracts bring together lecturers, teachers, and support staff (previously school advisers.)
* Lecturers involved in curriculum and teacher development projects frequently go on to develop resource kits for teachers. In the case of Hamilton, for example, such materials can be produced at the education centre on campus where they are then available for purchase by schools.
* There is a high spinoff back to the colleges and students through the lecture programme.
* Lecturers are enriched by the need to look afresh at particular curriculum areas, read widely in the current literature, and upgrade their own understanding.
* Contracts which work across primary and secondary schools, for example, integration of primary and secondary science, are developing a coherent, continuous curriculum across different sections of the education system.
* The number of teachers involved means that teacher development contracts are an excellent form of in-service training. With the information technology contract, handled by Auckland and Christchurch, for example, 600 teachers were involved.
* One of the reasons for the success of staff development contracts is that they are based on the perceived needs of staff within individual schools. Auckland, for example, has a number of contracts where very intensive work is being done on a school-wide basis (for example, in English as a second language). A small number of schools are involved, with intensive support from experts in the field for teachers and principals. It is hoped that when the contract is completed, the school will have strategies in place for the further development of its own staff. This compares favourably with earlier models where selected staff went on national courses, and the expertise gained tended to remain with the individual.
* Contracts hold out the possibility of a coherent, effective model of in-service teacher education being developed.
* There is merit in lecturers working together who then have an on-going commitment to each other and to students in training.
* Contracts have helped to provide a new interface between colleges and the Ministry. Some staff now have a direct link to the policy makers in a way they

have not had previously, and are able to play a more influential role. This is a good example of several two-way processes now established.

* The actual costs of curriculum development (which are high) are more transparent and therefore more stringently controlled in terms of deadlines being met. The effectiveness of programmes has to be visible and tested.
* By feeding back into college courses, contracts enable colleges to fulfil their prime function of pre-service training of teachers more successfully.

Problems Which May Be Associated with Contracts:

Senior staff are in no doubt about the gains for colleges of lecturers being involved in contracts. Some see any associated problems as minimal. Even those who are concerned about teething problems believe the advantages far outweigh the problems. The following are problems which may be associated with contracts, but they are not considered to be equally important by all colleges.

* Contracts become available at any time during the year and have to be prepared in a short time frame; the Ministry usually wants them signed up within two months of being advertised. This presents difficulties for colleges which plan a year in advance and have set their timetables. However, the colleges have become more flexible so that rapid changes can be made in response to outside demands.
* Colleges have to ensure that their primary function of providing quality programmes for students is not adversely affected. If a pre-service training course is planned in advance as a complete package and has an internal consistency, it is difficult for the course to be interrupted to take on extra work.
* The most experienced and able lecturers tend to be those involved in contracts but because colleges are anxious not to detract from courses offered to students, contract work increases the load of lecturing staff.
* Lecturers may be released for periods of time in which case suitable people have to be brought in on contract. These are usually experienced classroom teachers who may in turn have trouble getting release from classrooms because boards of trustees believe a teacher's overriding responsibility is with children in the classroom. (Not all college staff share this view. On the contrary some comment that schools are enthusiastic about classroom teachers having the opportunity to broaden their experience by joining college staff for a time, and taking their expertise back to schools.)
* There may be a capital cost to the colleges if people are brought in to replace lecturers, but there is no capital component in the contracts. There is a fundamental disagreement with the Ministry as to whether they should be financing a capital component as part of contracts.
* Valuable staff time is spent on developing proposals for contracts which are not won. This varies from college to college. Most colleges consider they have a high success rate, but a minority view is that the money spent in seeking contracts could be used just as successfully without the element of competition that goes with contracts.

* Differences in perception between college staff and the Ministry as to appropriate research methodologies and provision for monitoring effectiveness.
* A risk with teacher development contracts that the expertise of good staff, who would normally be taking pre-service courses and the well established Advanced

Studies for Teachers (AST) and special education type courses, is focused on the schools. College staff are rightly involved in teacher development but the colleges need to plan carefully so that they do not run the risk of diminishing their major responsibility to pre-service education.

Particular Dangers Associated With the Development of New Curriculum Initiatives

* Regional developments may mean a national focus is jeopardised. To a certain extent the national professional associations, for example, the Reading Association, are providing a national overview.
* Funds for teacher development related to curriculum initiatives are limited and, in an attempt to achieve a wide coverage of teachers, some teachers will get less than they need. Compared with the more successful models in curriculum development, where schemes are trialled, worked on, and developed over a period of time, so that teachers have time to change their attitudes and practices, teacher development associated with some of the curriculum initiatives is a "shot in the arm" aimed at instantaneous rather than developmental change.

FLEXIBILITY IN DELIVERING COURSES

Primary pre-service teacher education has traditionally been undertaken through a three-year course based on a college campus. This is still the main route for those students aiming to gain a diploma of teaching. For the majority of students, who now intend to graduate with a B.Ed. degree as well as a diploma of teaching, the four-year course is also campus based. But all colleges are also investigating and piloting more flexible ways of delivering courses of pre-service teacher education including shortened courses and off-campus courses.

Accreditation of Prior Learning and Shortened Courses

For a number of years colleges have recognised the value of a university degree by providing a shortened two-year primary pre-service teacher education programme for graduate students entering college, and also for those with half or more of a degree. But for some colleges it is only recently that any serious attempts have been made to recognise other kinds of formal training (e.g., trade certificates) and informal experience (e.g., voluntary worker). Palmerston North has appointed an officer with a special responsibility for crediting prior learning, and is probably the college which is doing this in the most systematic manner, but all colleges do reduce the length of courses, usually by six months, for individual students who are able to prove to the satisfaction of the college that they have already fulfilled the requirements of the course.

Accreditation of prior learning raises issues of:

* what knowledge is required for teaching in contemporary New Zealand schools;
* how equivalent experience can be determined and assessed; and
* how much of any diploma or degree may be credited without putting the validity of the qualification in question.[3]

College staff are sympathetic to the need to recognise students' prior learning experiences but also believe it is difficult to shorten courses in special cases for two main reasons:

* courses are planned as an integrated whole, and
* college courses and timetables may be closely linked to university and school programmes and timetables.

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[3] For a full discussion of these and other issues *see* Bell, N. (1992)

Accreditation of relevant prior learning raises a range of complex issues. Examples of these are:

* It is sometimes difficult to assess what knowledge a student may have gained through a particular experience, for example, being a teacher aide in a school.
* The value of prior learning is easier to assess in some areas than in others. For example, the skills brought by students fluent in the Maori language may be obvious; the recognition of previous teaching experience is difficult to assess.
* In a college course, teaching experience is integrated with learning theory so that lecturers worry about taking in someone with teaching experience who believes that all s/he needs is a "top up" theory.
* The integration of complex skills of teaching takes a long time for some students, so early competence may not be sustained.
* Students need to be able to demonstrate learning outcomes they claim to have achieved. Students with prior teaching experience may have had unsatisfactory teachers as role models. They may require more rather than less time to meet the college's required learning outcomes.
* Mature students often equate age and maturity with skills in teaching but this is not necessarily the case.
* Some students come into a college with valuable experiences, for example, management and organisational experience, but as the college is not teaching such a course, they cannot receive credit although their experience may prove useful in the classroom.
* In respect of some understandings that are central to a course of teacher education, it is by no means unusual for students to realise that their previous knowledge was more limited and not as transferable as they had earlier thought. If they had not taken the relevant course they would not have been challenged to reconsider their assumptions.
* Students do not necessarily know what they need to know until they have had some experience of a particular course.
* If students take reduced courses they miss out on some of the richness of interaction that comes from a whole group working, discussing, and learning together. Mixed groups with school leavers and mature students have a chemistry of their own - both groups learn from each other. It is also an important principle for students to take into the classroom - that students learn from each other as well as the teacher.
* Accreditation of relevant prior learning is particularly difficult in early childhood where numbers are small. It is difficult to run the same programme in different ways at the same time - in other words to have a programme which will last for three years for some people and for others only two.

All colleges can give examples of students who, when they have had the chance to have their case heard, have opted for sticking with the pre-planned course. The fact that a lecturer has taken the trouble to discuss the issue with a student is often a sufficient acknowledgement that the student's situation is recognised and can be a very positive introduction to the college. When credits are allowed, it is more likely that a particular section of a course or optional papers are credited rather than a total programme shortened.

Such a reduced course, even although it still takes the same length of time to complete, should allow students more choice and flexibility of the use of their time within the three-year programme.

Since all cases must be considered on their own merits, their consideration makes heavy demands on the time of college staff. The colleges are at present working with the New Zealand Qualifications Authority to produce guidelines on the accreditation of prior learning.

Off-Campus Programmes

Colleges have established off-campus programmes for primary (and in some cases early childhood and secondary pre-service teacher education) in a number of places, for example, Whangarei, Hawera, Hastings, Wairoa, Te Kuiti, Otaki, Masterton, Buller, Nelson, Blenheim, and Invercargill. Off-campus programmes, some of which have a distance education component, have been set up for a variety of reasons:

* to respond to needs identified by the community;
* to increase access to tertiary training;
* to allow students choice in the form of delivery that best suits them;
* to give access to training for students who are able to move to the main centres, usually for family and/or financial reasons;
* to target particular groups of students, for example, rural (women) and Maori; and
* to ensure a supply of trained teachers in districts where schools traditionally have been difficult to staff.

The arguments for developing off-campus programmes are similar to those for accrediting prior learning, particularly the need to increase access to tertiary education for groups which previously have tended to be excluded from formal training.

The general intention of this movement is common to all. Colleges differ in the way they are giving expression to the objective, and in some cases the same college is running different schemes. The summaries that follow give a picture of the diversity of current development.

Examples of Off-Campus Programmes

Dunedin: The Southland Campus Te Kura Akau Taitoka Ki Murihiku

The largest and probably most "permanent" of these programmes is the Southland campus of the Dunedin College of Education, located in Invercargill. This campus evolved out of the Southland Secondary Teachers' Outpost established in 1980 but now trains primary, secondary, and early childhood students. The campus has a wide range of other functions including teacher support personnel, tutors engaged in English as a second language, library services, reading recovery tutors, and staff involved in continuing education programmes supported by lecturers from Dunedin. Some university courses are

delivered on campus as are a wide range of other community and consultative functions. The campus has become the main venue for professional development in Southland.[4]

Palmerston North: Hawera and Hastings

The off-campus programmes at Hawera and Hastings were established in 1990, where the target group was rural women, including Maori. Characteristics of these two programmes are that students enrolled at Hawera or Hastings come into the Palmerston North college for three to six weeks a year. It is also possible for students to start their training in one mode and switch to another, for example, those who start at an outpost could choose to come into college for their final year. Movement of students between outposts and the central campus are limited by timetabling constraints, but each year the college is becoming more flexible. One student in 1992 is doing a course which is part on campus and part a distance education programme.

Auckland: Whangarei and Te Kaha

Auckland has established a centre at Whangarei for training 15 early childhood workers and 15 primary teachers. Auckland College believes such a programme will fulfil a specific need in the area which they consider to be neglected in terms of education. In 1989, when the Ministry of Education established a branch in the north, the profile of education was significantly raised, but the subsequent closure of the office has had a reverse effect and increased the mistrust about education in the local community. Many people in the district consider the cost of sending young people to Auckland to train to be too great. Others are not persuaded that the training students would receive, particularly in terms of Maori education, will be satisfactory in terms of what they think should be done. The college has decided to provide a small base as a teacher education centre for pre-service education and continuing education through Advanced Studies for Teachers (AST). It will be a 80-90 student unit, meeting the diverse needs in the north. The hope is that it will eventually start to meet Maori needs as Maori begin to develop trust in the college and what it can do for them in the north.

The off-campus programme at Te Kaha has been established as a one-off course for three years only to train people in the local community.

Hamilton: Gisborne, Rotorua, Tauranga, Te Awamutu, Te Kaha, Te Kuiti, Thames, Tikitiki, Turangi, Wairoa

Hamilton has developed a strong regional presence in the last three or four years. The main reason for the off-campus developments has been difficulties of recruiting and retaining teachers in areas such as Wairoa, Tikitiki, Te Kuiti, and Taumarunui. The two programmes currently being delivered in Tikitiki and Wairoa, for example, are for local people who would make good teachers but who were unable to come to Hamilton. Because of reduced demand for teachers, Hamilton may set up fewer off-campus courses in future. The college is stretched to the limit of its commitment to off-campus work and may not be able to

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[4] For an account of the Southland campus *see* Suddaby, G. (1992)

maintain it at the present level. The college is now doing feasibility studies for proposed outposts and one planned for Taumarunui will not now go ahead because of the supply of teachers. One advantage of the flexible delivery mode associated with off-campus developments is that resources can be packed up and taken elsewhere to satisfy a different need.

In a one-off programme operating at Whakatane, adults with teacher-aide experience are being given on-the-job training. Because these adults are fluent speakers of Maori and are also skilled in certain teaching areas, they have received substantial credit towards the diploma of teaching. Some have later been admitted to the course of primary teacher education at Hamilton.

A pipeline development being considered by Hamilton is for a Unitech (University and Polytechnic) Certificate in community development. This would be a more broadly based certificate than the teaching diploma. The proposed certificate is in response to requests from local Maori that they would like a flexible certificate that would equip them for community activities other than teaching, for example, in social work or counselling. It would be an intermediate certificate that could be built on at a later date. This is an example of a scheme which will come into operation as other off-campus courses have satisfied local demands.

Wellington: Otaki and Wairarapa

Wellington considers that it is through its alternative delivery mechanisms that the college has been most innovative in the last three to four years.

The three most important developments are:

* off-campus training for primary students at Otaki 1991 and 1992 and Masterton (planned for 1993);
* off-campus, field-based equivalency training with a strong community liaison for early childhood workers; and
* in the variety of modes for the delivery of special education training, including a combination of teacher release, evening courses, and school-based programmes

Primary and Early Childhood Programmes in Partnership with Ngati Raukawa at Otaki

* The programme was initiated to fulfil the college's charter objective of providing more equitable access for Maori people to teacher training. The college was not meeting its target of getting more Maori into training. In previous years staff visited marae, attempting to recruit students but only two applicants could attend college to train because of the expense of training in Wellington.
* Students have either to be Maori or prepared to learn Maori.
* Students have to fulfil all the same entry standards as other students and the same standards are expected during and at the completion of the course.
* Students do part of the course at Te Wananga O Raukawa.

One of the strengths of the programme is that members of families with no previous experience of tertiary education have enrolled. A new group of people is being introduced tertiary education through mature women succeeding in courses and this is setting an example to their children who are encouraged to believe that they, too, are capable of achieving at a to tertiary level. (There are examples of mothers and daughters training together for early childhood - "intergenerational equity".)

Students from Otaki come into the main campus for blocks of work during their course. They are not able to do a "mix-and-match" course as some students do in Palmerston North, for example, because of the problem of moving from one to the other and of slotting into existing programmes which are treated as a coherent whole. Outposts do not necessarily follow the same kind of delivery of components of the programme as the parent campus.

Pipeline Development at Otaki

Ngati Raukawa have an interest in a school-based delivery of primary teacher training in the community. Such a scheme is being evaluated by the college for cost and effectiveness. Such a scheme could prove expensive, with staff going to schools to work alongside students. Staff believe different ways of delivering courses need to be carefully evaluated before the college rushes in.

Wairarapa

An off-campus programme in the Wairarapa, associated with the teacher resource centre, is planned for primary training courses to start in 1993. Part of the course will be taken face-to-face by main campus lecturers travelling to Masterton and some will be in a distance-delivery mode through the use of videoed lectures and a teleconference link. Close links are maintained with the main campus but some courses will be delivered by local teachers and principals. The director and deputy director are both members of the college staff and are both very experienced to counter the isolation risks of off-campus delivery.

All colleges recognise the need to look at the requirements of students in relation to the resources of the college and to develop a range of packages or forms of delivery, which, while still maintaining standards across all forms of delivery, are more suited to a range of different groups of students. Whatever form of delivery is opted for, consistent quality across different systems must be maintained and all courses must lead to a diploma of teaching which is equivalent in its learning outcomes to the standard delivery mode.

An important feature of this model is its flexibility. If initial teacher training is no longer needed, the course can be moved elsewhere or the focus of the operation can be changed, for example, from initial teacher training to teacher development for teachers in schools in the district to be served.

Gains From Off-campus Programmes

* The main gain is for the community in which the programme is established.
* A gain for college staff is that they have to re-package their courses in a different delivery mode (distance education); this challenges them to articulate learning outcomes they are seeking.

* Rewards in seeing growth and achievement in those formally barred from access to tertiary education.
* Co-operative training through a team approach involving college staff, local school staff, and other members of the community.

Problems Associated With Off-campus Programmes

* Off-campus programmes are an expensive way to train teachers effectively. Because of the danger of not keeping up the quality, only limited expansion is likely.
* The costs of these off-campus ventures have to be met by the colleges themselves. The Ministry does not provide a special staffing allocation for distance education or extra funds to set them up, for example, science labs at outposts, or meet the travel costs of lectures visiting them. Costs relate to travel because in order to liaise effectively, no matter how much is taught at a distance, there is still quite a lot of travelling to and fro.
* There is an extra workload for college staff.
* Staff who were not originally part of the main campus may not feel part of the college.
* An off-campus programme enhances the community by being able to offer additional training that the community would not otherwise have access to. Once a community has a programme established they want it to continue, even if the need is no longer there. Wellington, for example, has made it clear that the Masterton programme is for a limited period of time and will be evaluated to see if it needs to continue so that from the beginning it is understood that it may be for a limited period of time.
* Some of the people the community sees as highly suitable for teaching may not be seen as such by the college. The selection process can serve an education function for community representatives to realise why a person may not be suitable for teaching.

Flexibility of Delivery of Courses

Colleges are experimenting with different ways of doing the same course, for example, in Dunedin a course in children's literature can be taken in a variety of ways:

* as a full-year paper for a B.Ed.;
* as two separate papers for a diploma of teaching;
* with modification as an advanced studies for teachers (AST) paper;
* packaged slightly differently in Invercargill, Gore, or Oamaru.

Dunedin is also experimenting with different time frames, for example, students can take a combination of year-long courses or courses delivered in half-year blocks. Two-week intensive courses are also offered in February and October.

Part-time Courses

The modular style of programme in Dunedin makes it possible for some students to spread their training over a longer period by attending part-time for some of the course. It would be possible, for example, for a student with family commitments and financial burdens to attend as a full-time student for the first year and to complete training as a part-time student, although certain modules do have to be taken together because they are planned as an integrated whole.

FOCUS ON COLLEGE PROGRAMMES

This section concentrates on primary programmes, the main focus of this document. It concludes with a few references to secondary and early childhood programmes, which colleges believe are areas where there have also been important innovations.

Primary Programmes

All colleges have an academic board which approves courses at the college level on behalf of the College Council before they go to the Academic Programmes Committee of the New Zealand Council for Teacher Education (NZCTE) under delegated authority from the New Zealand Qualifications Authority (NZQA). The procedures are highly consultative and make continuing demands on the time and expertise of many people inside and outside the colleges. The procedure for course programme approval and review for Wellington is included in Figure 2.

The example given for Wellington illustrates features common to the process of course approval in all colleges, particularly the emphasis on courses being:

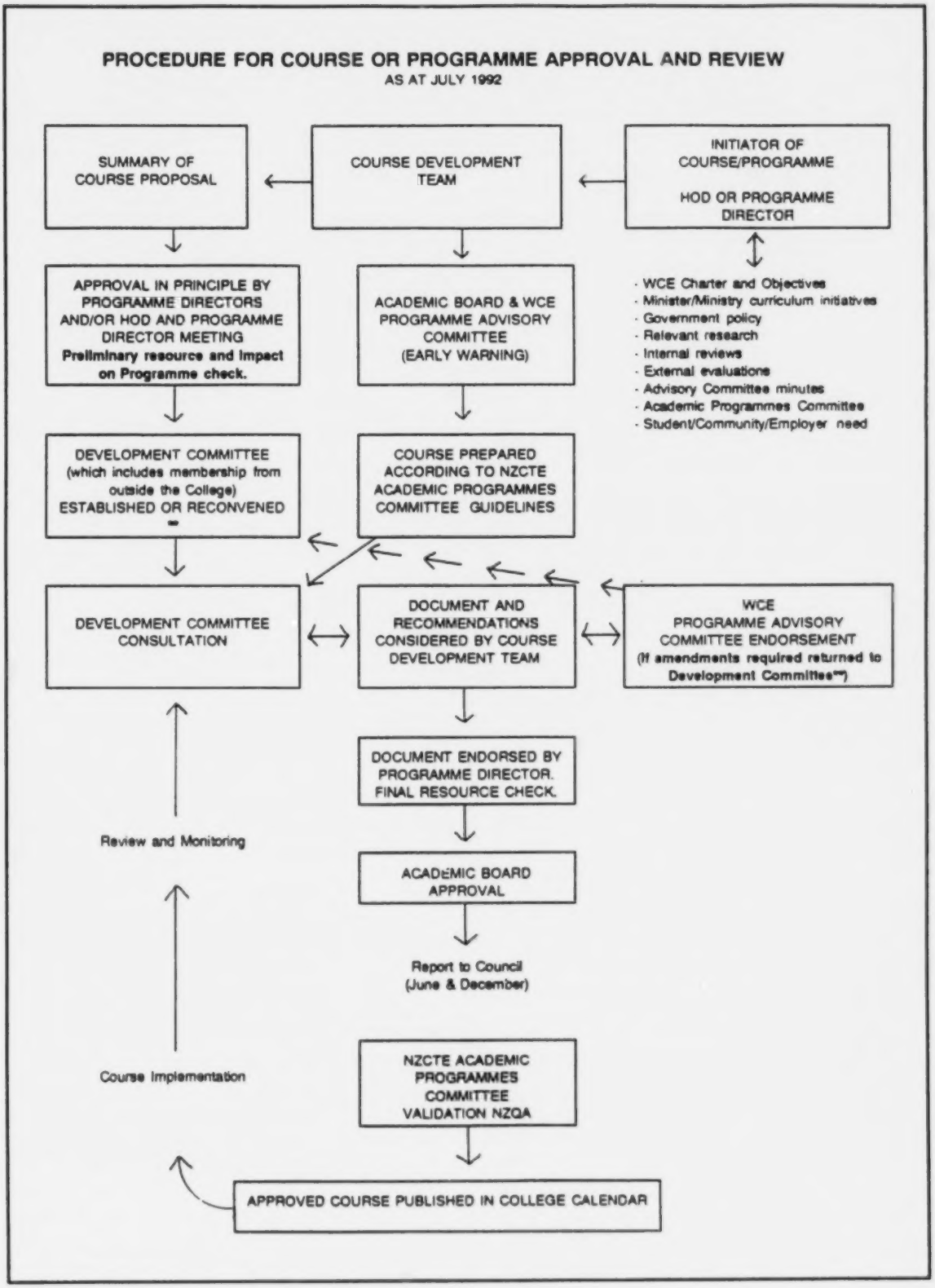
* in line with college charters;
* responsive to Government policy, including curriculum initiatives;
* subject to scrutiny by internal committees with wide representation including subject experts, professional and community representatives, Maori and Pacific Island communities, employers, and students;
* integrated with other courses and the total college programme;
* subject to regular review; and
* informed by research.

As autonomous institutions colleges have approached their responsibility for course development in different ways although they all start from a common position of focusing on learning outcomes or what is required of a "good" teacher. There are other common issues and influences.

Relationship with the university

The new relationships the colleges are establishing with universities are having an important impact on primary programmes. In Hamilton the degree structure was revised, partly in preparation for amalgamation, partly to underline new things in the new programme. Those involved in programme revision started by identifying appropriate characteristics of graduating students. They consulted students, practising teachers, and

Figure 2


PROCEDURE FOR COURSE OR PROGRAMME APPROVAL AND REVIEW
AS AT JULY 1992
SUMMARY OF COURSE PROPOSAL
COURSE DEVELOPMENT TEAM
INITIATOR OF COURSE/PROGRAMME
HOD OR PROGRAMME DIRECTOR
APPROVAL IN PRINCIPLE BY PROGRAMME DIRECTORS AND/OR HOD AND PROGRAMME DIRECTOR MEETING
Preliminary resource and Impact on Programme check.
ACADEMIC BOARD & WCE PROGRAMME ADVISORY COMMITTEE (EARLY WARNING)
- WCE Charter and Objectives
- Minister/Ministry curriculum initiatives
- Government policy
- Relevant research
- Internal reviews
- External evaluations
- Advisory Committee minutes
- Academic Programmes Committee
- Student/Community/Employer need
DEVELOPMENT COMMITTEE (which includes membership from outside the College) ESTABLISHED OR RECONVENED
COURSE PREPARED ACCORDING TO NZCTE ACADEMIC PROGRAMMES COMMITTEE GUIDELINES
DEVELOPMENT COMMITTEE CONSULTATION
DOCUMENT AND RECOMMENDATIONS CONSIDERED BY COURSE DEVELOPMENT TEAM
WCE PROGRAMME ADVISORY COMMITTEE ENDORSEMENT
(If amendments required returned to Development Committee**)
DOCUMENT ENDORSED BY PROGRAMME DIRECTOR. FINAL RESOURCE CHECK.
Review and Monitoring
ACADEMIC BOARD APPROVAL
Report to Council (June & December)
Course Implementation
NZCTE ACADEMIC PROGRAMMES COMMITTEE VALIDATION NZQA
APPROVED COURSE PUBLISHED IN COLLEGE CALENDAR

lecturing staff, including university staff from other disciplines, e.g., psychology, history, and geography. Open meetings were held to which various agencies concerned with teacher education were invited. A semi-final paper was presented to the Advisory Council which includes representatives from, for example, the Employers' Federation and the Manufacturers' Federation, so it was not confined to educational interests. The results were printed in the University of Waikato, School of Education Handbook for 1992. These summarise the college "outputs" or what they regard as necessary to be a "good teacher".

Listed below are examples of qualities expected of graduates:

* An in-depth knowledge of the teaching-learning process, including a knowledge of a range of learning theories and teaching styles which need to have been practised under supportive guidance.
* An understanding of the social context in which they teach, including the strengths and weaknesses students bring to the learning environment.
* A sound knowledge of the curriculum areas they will be required to teach with emphasis on the particular importance of being able to mount quality programmes in language, reading, and mathematics.
* A sound philosophy of education and an understanding of the nature of education as opposed to, for example, indoctrination.
* An appreciation of the meaning of the Treaty of Waitangi and the ability to devise programmes designed to combat racism, sexism, and classism.
* The ability to communicate ideas effectively.
* Good interpersonal skills, self-confidence, and a commitment to life-long learning.
* The ability to identify, evaluate, and develop resources.

The Hamilton agreed statement, "What do we Expect of our Graduates", has been further developed by each programme, for example, primary education.

The composition of the B.Ed. degree has also been changed. Previously, all students had to major in education; they can now major in Education Studies, or Curriculum Studies, or double major in both. Education Studies focuses upon educational issues and theory, while Curriculum Studies focuses upon pedagogy and subject content and curriculum research, issues and theory. The change emphasises that how we teach (pedagogy) and what we teach (curriculum subjects) are equally important. Students cannot be quality teachers unless they are on top of the primary school subject areas and also know how to teach them. Students studying a particular curriculum area, for example, science, would be expected at advanced levels to be engaged in research directly related to the teaching they were doing. There are minimum requirements in both pedagogy and curriculum studies, and students can also major in both.

Student Portfolios and Mentors

In Hamilton the School of Education has put a lot of time and money into an upgrading of the previous tutor system where groups of students are assigned to a particular tutor. The main purpose of the new system links with the goal of the School of Education to produce

reflective practitioners. The development of this skill needs to be built into the students' programme from the beginning of their training. The students develop personal portfolios in which they list their strengths and weaknesses after each particular set of experiences. For example, following a teaching practice section they will assess, with the help of their tutor or a mentor, what they have done. Students would not necessarily do this without guided help.

Tutors are trained for the role. They work intensively through the year with a group of 20 students, providing pastoral care, and helping with the transition to university. The tutors also teach one of the compulsory first-year courses in professional practice, so they have continual professional contact with their tutor group. Tutors visit students in schools. There is a close link between this mentoring relationship and the involvement in the students' professional teacher development. The folios kept by students help them identify their needs in teacher education. A series of optional professional support courses are then devised to provide for identified student needs. These courses are devised on a series of modules which can be interchanged.

The programme runs in the first year only because an aim is to make students self reliant. For this to occur, they should be weaned away from the tutor to seek professional support and guidance for themselves.

The new part in the professional support programme is based much more on students' views about their programme and is aimed at tailoring it more and more towards their expressed needs. Students are interviewed twice a year about their own progress so that there is factual information which can be fed back to course directors. Feedback from schools suggests that students are reflecting much more on what they are doing and asking more searching questions.

Christchurch

In re-examining the purposes of the Christchurch College, the questions being asked are: at the end of the courses what do our consumers want? What are the competencies a newly trained teacher should have? Research involving community consultation informed these decisions. The College has now listed 20-30 major competencies e.g. the need to be a reflective teacher. Each course has been scrutinised against these competencies. An important feature of the new courses has been the restructuring of the professional education and professional studies components of courses and the role of the professional studies tutors. The tutors now have a major role in focusing on the competencies, for example, classroom management and assessment. These important aspects of a student's professional development are also related to specific professional education courses. The role of the professional studies tutor is to assist students to interpret various skills and competencies in a context of overall professional development.

Links with Government Curriculum Initiatives

Some aspects of the colleges' response to the Government's curriculum initiatives have already been discussed in the section on contracts and the amount of staff development associated with contracts. In revising current courses and introducing courses within the

primary programme, all colleges are concentrating on the need to prepare students to work in these curriculum areas. In Christchurch, for example, there is an emphasis on technology. The college made a big investment in developing computer laboratories, because of the Government's initiatives and a belief that the community wants people trained in technology, and it has mounted an intensive staff development programme in technology, particularly computers. As part of Auckland's response to the Government's curriculum initiative policy that technology be taught in primary and secondary schools, a staff member is part of the working party on technology and has visited Britain to study the project. Issues to be resolved are:

* Should a course in technology be an add-on course?
* Should technology be integrated within the total course?
* What staff development is required if students are to be prepared to enter schools in 1995 with the necessary skills?

As well as developments in primary teacher education, there have been important innovations within the colleges in both secondary and early childhood programmes.

Secondary Programmes

Christchurch

The Christchurch College of Education regards developments that have taken place in the secondary programme as amongst the most innovative within the college. These initiatives reflect processes typical of reform in other college programmes and within other colleges. Examples are wider consultation with the community concerning core course requirements; more flexibility in the delivery of courses, including off-campus development; close links with the Government's achievement initiatives, particularly in technology, where the college has been innovative in the area of integrating computers and the curriculum; and the appointment of more contract staff bringing fresh ideas from their recent classroom experience.

The major innovation in the secondary programme has been the restructuring of the professional studies component in line with competencies needed by classroom teachers identified by both research and the community. Students focus on major curriculum areas, as has always been the case in secondary training, but also receive more systematic guidance in such topics as classroom management, questioning skills, and mixed-ability teaching. Student evaluations and staff appraisal indicate that this more structured approach to professional studies has provided a more coherent programme and increased students' confidence.

A measure of the success of the Christchurch secondary teacher education programme is that the college runs a secondary principals' day which is well attended by out-of-town as well as local principals. They are able to talk with the graduating students about the relevance of courses they have taken for vacancies the principals wish to fill. The college receives very positive feedback about their ex-students at such gatherings.

Auckland

The major innovation at the pre-service level in secondary education on the Auckland campus has been the introduction of a part-time course for untrained teachers who are at present in classrooms. These tend to be people who hold trade certificates or qualifications appropriate to secondary teaching, but who do not have a teaching diploma. As these people are already in classrooms, the course is a part-time one taking two years instead of the usual one year. They attend the college for block courses and are required to do the same number of hours and kinds of assignments as those in the full-time course. Lecturers visit them in schools in the Auckland area and evaluate their lessons in the same way they would for other students. The first group of 12 will finish at the end of 1992, followed by another 30 who started the course in May. This form of training fulfils a long-standing need which the college's new autonomy now allows them to meet.

Over the past five years, the college has responded to perceived community demands by re-establishing the four-year physical education programme and developing a two year commercial programme and a four-year home economics degree programme.

There has been an on-going debate in secondary teacher education about the emphasis that should be placed on curriculum knowledge or subject specialisation compared with a programme which emphasises general professional knowledge and ability. Ten years ago the emphasis was on subject competence. Students were grouped with a subject tutor and the quality of teacher education depended very much on the quality of the individual tutor. More recently the focus moved to the craft of teaching, using the competencies identified through recent research (Stephenson, I., Stonehouse, G., 1990), with a tutor working with a professional studies group of interdisciplinary students. After school postings, for example, students would share their interdisciplinary curriculum experiences. The move now, largely because of pressure from schools, is back to a more specialist approach. Both are needed, and the college is trying to strengthen the subject approach without diminishing the importance of secondary trainees having a thorough grounding in teaching and management skills and broader educational issues. The college has appointed a schools liaison officer with increased responsibilities and time to develop closer relationships between the college and schools. The hope is that as well as schools influencing the training programme, the college, through advisory committees, will fulfil its role as a leader in curriculum innovation and change.

At the in-service level, a major development has been an expansion of support to teachers in secondary schools through the appointment of large numbers of specialist advisers on contracts of varying length.

Wellington

A major innovation is in special education, where the college is providing teacher development for secondary teachers. Traditionally, secondary teachers have wanted professional development in terms of subject specialisation, and tend to have got it by attending conferences such as the English Teachers Association annual conference. They have been less interested in more broadly based teacher education. Some secondary

teachers have now enrolled for the Diploma of Special Education and are taking the course which focuses on the "less efficient learner", that is, on those in the bottom third of a mixed-ability class rather than on children with disabilities. (see also p. 37).

The college's secondary training programme is very small compared with Auckland and Christchurch. It is largely school based and is enthusiastically supported by local schools and principals who tend to seek Wellington graduates over those from elsewhere because of their local involvement in the training. They see the students regularly on school placements. A recent external review of the training was very favourable.

Palmerston North

The college offers three distinctively different pre-service secondary programmes:

* A one year full-time programme for university graduates and persons with appropriate equivalent qualifications. The programme is characterised by its emphasis on school-based activity. An off-campus programme is offered to allow student teachers to remain for a proportion of the year in their home town. There is also a distance education programme for persons who are already in a part-time teaching position and hold an appropriate qualification but are untrained.
* A one-year Te Atakura Programme for student teachers who have been awarded the Certificate Tohu Matauranga Maori. This programme aims to prepare students to teach Maori language and culture in secondary schools. The Te Atakura programme will not be funded by government in 1993 and the college is preparing a number of alternatives to put to the ministry to alleviate the problem caused by the discontinuation of this programme.
* A four-year concurrent degree programme (physical education) with Massey University and Palmerston North College of Education.

Early Childhood Programmes

Christchurch

The major innovations in the last few years have been:

* The introduction of the three-year diploma programme preparing students for a wider range of early childhood services than the earlier two-year kindergarten training. This was a major Government initiative to bring about parity with primary training and to enhance the status and quality of childcare and kindergarten services and training.
* The introduction of off-campus training for early childhood students in South Canterbury to provide equity of access to training for students unable to move to Christchurch and to provide trained people in an area traditionally short of trained personnel. A problem has arisen in that all of those taking the course

are already working and have family commitments and now feel that the half-time course will take too long to complete.

* The introduction of the B.Ed. degree for early childhood students.
* A comprehensive programme of early childhood equivalency courses offered through the region for people who are currently employed in early childhood centres but who do not have the recognised trained teachers qualification.
* Winning a contract, along with the other colleges, with the Ministry of Education for an early childhood professional development programme. As well as responding to Government initiatives, it is hoped that this responsibility will allow the college to be more responsive to community needs. This is a particularly exciting development because, until now, the college has had to concentrate on pre-service education but the contract will enable it to develop in-service training in line with the identified needs of particular centres.

Palmerston North

Recent innovations designed to address client needs are:

* participation in the Massey B.Ed. programme, with the option of completing the B.Ed. in a fourth year.
* assessment of prior learning in planning individual programmes for students.
* an off-campus programme at Taranaki
* equivalency courses at venues and times to suit those in the field working towards their diploma.

Auckland

In the opinion of senior staff, the early childhood programme is leading the college in terms of bicultural commitment. The small scale of the programme compared with the primary programme has been helpful, but the main factor has been the energy and commitment of staff who have devised a programme which reflects a Maori holistic view of education and is also sympathetic to typical practices in early childhood centres. All components of the course embody what staff believe to be the principles of the Treaty of Waitangi.

There has, however, been some concern expressed by primary staff because, previously, early childhood students took part in some of their courses, for example, art and physical education. By separating themselves off, it is more difficult to address issues across the early childhood - school divide. The interface between early childhood and school, the 0-8 age range, once the early childhood programme is firmly established, is the next concern which should be addressed.

TEACHING PRACTICE IN SCHOOLS

Students in Schools

The relationship between college courses and the experience students have in schools is of critical importance in programmes of teacher education. Teaching practice "sections" when students spend a period of time, usually four weeks, attached to an associate teacher and class is an integral part of all college programmes. Students also spend regular, shorter periods in schools as part of various curriculum courses, for example, the teaching of reading. There has been criticism in the past of the way colleges have organised teaching practice sections, focusing on the relevance of the preparation students receive, the links between college courses and teaching practice, the value of lecturer visits to students on section, and the relevance of follow-up activities. Student criticism has been levelled at the "tack on" nature of some teaching practice experiences.[5]

All colleges recognise the crucial importance of students' experience in schools and are continually evaluating and improving the quality of this experience. Approaches vary from college to college, but common to all are:

* The appointment of a full-time liaison officer or manager who is responsible for all student placements in schools and also in maintaining close links with schools.
* The preparation of courses which are more closely integrated with teaching practice.
* Having school representatives on all advisory committees which plan courses.
* Ensuring that tutors who visit students in schools are known to the students and have on-going contact with them.
* Ensuring that associate teachers are more carefully selected than previously and are prepared more systematically for their responsibilities, both in terms of taking training courses and in the detailed guidance, written and face-to-face, from the college to carry out their responsibilities to students effectively.
* Closer links between schools and colleges, which mean that teachers are known better. For example, more teachers are now attending courses at colleges and can be judged for their suitability as associates.
* Regular meetings with local school principals' associations.
* School postings which are aimed at giving all students experiences of a wide range of schools - urban, rural, multicultural, inner city, full primary, intermediate - and at all levels of the primary school.

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[5] *See*, for example, Ramsay, P.D.K. and Battersby, D. (1988); Hawe, E. (1987); and Renwick, M. and Vize, j. (1990/91)

Associate Teachers

The selection and preparation of associate teachers is of crucial importance. Extra resources are needed to assist classroom teachers to become skilled associates. As well as being competent classroom teachers they need an understanding of teacher education. It is not sufficient just to be able to demonstrate good practice. Skills at working with students are also necessary. The colleges have a problem in being able to select sufficient numbers of teachers teaching in ways which demonstrate effectively the teaching methods advocated by the college within easy travelling distance for students. All colleges are endeavouring to improve this situation. In Wellington, for example, there is an Advanced Studies for Teachers (AST) course for associate teachers. It is hoped that eventually all associate teachers will have this qualification. In Auckland a group of associate teachers is being trained to be resource people for other associate teachers. In Christchurch Associates are regularly invited in to the college before students are posted to schools and the college's expectations of what is expected of students are discussed with them. The college also runs courses for associates on skills identified by associates, for example, observation techniques. Such courses have been run in Blenheim and on the West Coast as well as on the main campus. On the opposite page is an example, taken from Christchurch College's early childhood programme, of the criteria for selection of associates and the skills they are required to have.

What Three Colleges Are Doing

The following are comments from three colleges on aspects of their teaching experience - policy and practice.

Dunedin

Teaching practice sections are closely integrated into the rest of the college programme with students, visiting lecturers, and associate teachers all being well prepared for the experience. The professional studies committee includes subject studies lecturers, the principal lecturer in teaching practice, and normal school staff so that everyone knows what students are supposed to be doing. The teaching practice links closely to the college curriculum courses for each year. The focus is:

* in the first year on the individual learner,
* in the second year on the primary school syllabus, and
* in the third year on whole class management and learning programmes for children through all curriculum areas.

In the first year, following the orientation block, students have a two-week block, "Introduction to Teaching," taken in a school with groups of about 10 students and a tutor. This tutor stays with these students throughout the year.

Dunedin lecturers are satisfied with the quality of the associate teachers although there is a problem in that the student roll has increased while the number of schools has

not, so that the same number of associates now have to cope with more students. The college tries to use places such as Alexandra, Invercargill, and Balclutha but can only do so after the university year has finished.

Associates are prepared in the following ways:

* Seminars are held in the college with the principal lecturer in teaching practice and printed material is prepared.
* Before each posting, the lecturer who will be visiting the students in schools visits the school and discusses the programme for students with the associates.
* Associates are encouraged to take an AST course called "Guiding Beginning Teachers", which is also appropriate for working with students.

All students value practically based courses. As well as teaching practice sections, more time is now spent in schools in relation to a range of college curriculum courses. There is much conscientious preparation by students for work in schools, particularly in the third year, which is intensive. Students are required to do considerable preparatory planning before going into schools. They take their school postings very seriously because they cannot get either their teaching diploma or B.Ed. if their teaching practice component has not been completed satisfactorily.

Hamilton

* When the B.Ed. degree course was revised, four compulsory Professional Practice courses were included, each comprising teaching practice and on-campus coursework to bridge the theory-practice gap. The practicum includes a mixture of blocks in an associate school or normal school and weekly placements in some years.
* During the course the students do a mixture of coursework on campus with a weekly attendance at the normal school. The teaching practice section they have at the beginning and end of the year is linked to the course.

Palmerston North

The college is increasingly aware that a key element in successful fieldwork is the quality of the associates. In the Hawera programme, for example, all teachers are inexperienced as associates so the college uses various approaches to train them in aspects of teacher education.

* Courses are set up to discuss with associates what the college hopes students will achieve on teaching practice. College lecturers try to discuss the concept of teacher development with teachers so that they can identify the stage they are at compared with students, and thus be better able to identify areas where the student is struggling.
* Associates believe themselves to be "good" teachers but need to develop skills to help others. Topics generated by staff at schools are discussed, for example, how to observe students and monitor their performance; how to measure the

work expected of a trainee; how to assist students to plan and evaluate their own work as expected by the college.

* Lecturers involved in teaching practice visit classes during and after school hours.
* There are costs associated with training associates: College staff have to travel and spend time in schools. If teachers come into the college they need release time and relievers have to be provided.

To train good teachers it is necessary to have a combination of those experienced in teacher education and those with current classroom experience in dealing with children - both bring a different dimension, a different part to the equation. Both are important in the training of students at their particular stage of development.

OTHER COLLEGE INNOVATIONS

The colleges are also being innovative in:

* Special education
* Equal educational opportunities : Maori education
* The arts
* Their relationship with the Teacher Support Service
* Other courses, certificates and diplomas
* Entrepreneurial activities with overseas clients

Special Education

All colleges provide special education courses as part of their pre-service programme. Auckland, Palmerston North, Wellington and Christchurch offer postgraduate training for teachers in special education. The following comments refer to Wellington, a college which established a separate School of Special Education in 1992, thus emphasising the importance the college attaches to this field.

Wellington started running the courses later than the other colleges and did not get as much initial funding. They believe they turned disadvantage into an advantage and have been particularly innovative in the flexible way the courses are run. While Wellington now has the funding to run a full time course, Wellington started by using the money to release teachers to do part-time training. Characteristics of the course:

* component parts of the diploma are offered on a part-time basis.
* teachers may be special education teachers or regular class teachers who have children with special needs in their class.
* there is an underlying assumption that all teachers need these skills with mainstreaming a reality in schools today.
* while most courses are for teachers from all sectors some papers are sector specific.

For the first time this year a paper on early intervention has been offered for early childhood teachers.

Another innovation at Wellington within the School of Special Education has been the course offered to secondary teachers on the effective teaching of students of differing abilities in the secondary school. This is a two paper programme for secondary teachers with a particular focus on "the less proficient learner" - not so much children who have disabilities as those in the bottom third of a mixed ability class.

In addition to the work done with pre-service trainees and in the professional development of teachers, a number of the colleges (Auckland, Palmerston North, Wellington and Dunedin) offer a nationally accredited course for community workers in the field of disability. The course was set up at the instigation of the New Zealand Society of the Intellectually Handicapped (IHC) and other service providers to fulfil a training need.

This course is offered at a certificate level and diploma level at the moment and will soon be offered at the advance diploma level. It has a large field-based component. Many, although increasingly by no means all, of the participants are already employed in the field of disability.

Wellington has also appointed a part-time disabilities person for students who have a disability.

Equal Education Opportunities : Maori Education

One of the positive spin-offs from colleges having to write a charter for their institution is that equity policies have to be stated which was not previously the case. All colleges now have an officer responsible for equal educational opportunities. In Dunedin, for example, one consequence of the college's equity policy is that all new college courses have to receive development advice from the equal educational opportunities officer, its Maori department, and the assessment committee. An orientation course for first-year students looks at issues of equity in terms of race, gender, and disability. Students are introduced to the idea that these are issues which need to be included in their teacher training. Staff development courses for lecturing staff are also run.

An important component of all equal educational opportunities is the provision of increased access for Maori students. In a range of measures introduced by colleges are:

* Intensive Maori language programmes - for example, Palmerston North established a six-month immersion programme using ACCESS funding. The college regards the scheme as an important avenue for attracting sufficient numbers of qualified bilingual entrants into the teacher education programme. Most of those who are accepted for the immersion programme are subsequently accepted for teacher training.
* Dunedin used Contestable Equity funding from the Ministry of Education to establish two foundation courses for selected applicants who lacked the usual secondary qualification for entry to teacher education. Intended to attract students from groups under represented in the teaching profession, the second of these courses was run at the Southland Campus in Invercargill. This course was intended specifically to address the increasing need for Maori teachers. (It is estimated that by the year 2000, 50% of the new entrant population in the Invercargill area will be Maori.) Students selected for this course were over 25 years of age, had experience and skills relevant to teaching te reo Maori and an interest in Maori education.

* Because of the limited number of students able to take a tertiary course in Maori, Dunedin is hoping to combine with other tertiary institutions to provide training for bilingual education. This is needed to meet the number of teachers necessary to handle the curriculum in Maori.

* Auckland is strengthening its Maori education programme in several ways:
  - -By improving the quality of courses for primary trainees partly as a consequence of student criticism reported in Windows on Teacher Education.[6]
  - -By developing a bilingual programme aimed at meeting the needs of bilingual schools. The course will start in 1993 with an expected enrolment of 30 Maori students.
  - -By instituting a programme in kura kaupapa Maori. This came about when the college, in terms of its obligation under the Treaty of Waitangi, worked with Maori to give them autonomy in the development of courses. It is a three-year immersion programme taught in Maori for people who are going to teach in Maori. It is located within the college grounds, but those running the programme have their own autonomy while being part of the Auckland College of Education whanau. Students from this course are also enrolled in the B.Ed. which provides an interesting challenge for the university to see if it can accommodate students who wish to write assignments and examination papers in Maori. There is a proposal being considered for comparable three-year kohanga reo training programme based on the same philosophy as kura kaupapa Maori.
  - -By establishing a kohanga reo on campus.

* Hamilton takes its commitment to biculturalism and the Treaty of Waitangi very seriously, not only in terms of money spent but in the dedication of many staff members. Kingitanga is a powerful movement in the Waikato. Staff are aware that the university is built on confiscated land which is a spur to translate rhetoric into action when it comes to developments in Maori education. An important innovation for Hamilton is the development of a rumaki or total immersion Maori course on campus, as well as a Kura Kaupapa Maori training programme at Rotorua.

As part of their equity policies, colleges have a range of student support systems for Maori and Pacific Island students, for example:

* A Maori liaison officer in Wellington has been very successful in maintaining students in the college's bilingual programme, which has a low dropout rate. Students have achieved very well by independent measures. The college is not sure whether the course is going to succeed in providing people who are fluent in Maori language because, although a number of students are native speakers, others have to be taught Maori at the same time as they are doing

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[6] Renwick, M. and Vize, J. (1991/2)

the three-year course. Talks with the Ministry have resulted in a suggestion that the three-year course should be followed by an immersion language course with a further follow-up one year down the track when students have found jobs. The college is looking at a number of models.

* A Pacific Island liaison officer, responsible for recruitment and retention of Pacific Island students, has been appointed at Dunedin and Wellington. A similar service is provided through Whanau Pacifica at Auckland.
* The appointment of more Maori and Pacific Island staff at colleges acts as a support for Maori and Pacific Island students who feel their cultural identity is acknowledged.

All colleges have strengthened their student support services in recent years. Palmerston North, for example has an on-campus child care centre open from 7:30 a.m. to 5:00 p.m. Monday to Friday. Grievance and harassment networks have been established and there are health, counselling and chaplaincy services available on campus. Auckland has:

* a student creche;
* training facilities in the early childhood building so that kindergarten children both on and off campus can be involved in early childhood programmes;
* a student support services link which provides opportunities for informal guidance for students as well as beds for a few stressed students;
* babysitting facilities for students with emergency childcare needs; and
* a student learning centre, established in 1992 to help students develop their own learning strategies including the skills necessary for tertiary assignments.
* employed notetakers/interpreters to assist students with severe hearing impairment.

Innovations in Arts Education

In the fields of performing arts several colleges have participated in Q E II Arts Council performers in Schools schemes to employ artists to carry out projects with students and schools. In conjunction with the Q E II Arts Council Literary Fund, fellowships have been established for writers of children's books to work for a period of time in Colleges with outreach to schools in the region. At Palmerston North, for example, William Taylor, a writer of children's books has recently completed a writer-in-residence programme.

The Dunedin College of Education is an example of a college with a long history of innovation in the arts - drama, dance, the visual arts, and music, including composition. It goes back more than 30 years to a development in children's theatre run by lecturers and students for children in the community. Links with the community are important because of the emphasis in the college charter on providing the local community with access to the knowledge, skills, and resources of the college. Fulfilling its charter responsibilities is giving validity to what the college has been doing for many years. An important outcome for students is that students working in areas of innovation in arts education obtain course credits.

Examples of activities in the arts are:

* In 1991 a community drama under a professional director involved 300 students, staff, children and community members. In 1992 a group of students worked with a composer and professional script writer to prepare a musical, suitable for school performance, based on the history of Otago and contemporary issues.
* Other artists in residence teach courses on a part-time basis and are able to make use of college facilities and equipment.
* Promotion of arts education in the Advanced Studies for Teachers (AST) Diploma.
* The college has strong links with the community in arts activities for children, for example, a children's choir is run by the music department; a children's theatre involves staff, students, and more than 100 children; and a dance and art class involves college staff and students. Students involved in these arts activities with children receive credits for their diploma.
* The college is also the centre for the Collegiate Orchestra whose members come from the community and the tertiary institutions of the city.

Junior Music School (Auckland)

This is a community-based music programme on Saturday mornings and Wednesday afternoons for children aged from five to nine. The scheme trains young children in an appreciation of various instruments which enables them to move on to learning a particular instrument under the Saturday morning scheme if they wish. The programme continues to grow in numbers of children participating and activities offered. The scheme fulfils one of the college's charter responsibilities by satisfying a community need and also makes for a more productive use of the college plant. People in the community now recognise the college as a place where exciting musical activities take place. The programmes are self funding.

There is also a music resource centre where teachers nationally write in for materials. The "community" serviced by this scheme has grown and the 100-plus children who attend come from 31 different primary schools. A recent innovation has been a programme specifically designed for children with physical disabilities.

The Teacher Support Services

The Teacher Support Services are now located in the colleges. A closer liaison between advisers and college staff has been established, particularly those connected with curriculum and staff development contracts, school in-service work, and AST courses. Innovative local initiatives have also occurred, for example, in Dunedin co-operation between advisers and lecturing staff has enabled a science network to be set up between the College, the Discovery World Museum, and the Trust Bank Marine Aquarium to provide in-service courses each month, for primary and secondary schools. A science fair for teachers and children has also been run.

Other Courses, Certificates and Diplomas

All colleges are now running a range of other courses, certificates and diplomas, for example:

- Dunedin has run several ACCESS courses each of 15 weeks' duration during the past two years: Working with children 0-5 years and New Start Education. Some of the students who attended these ACCESS courses and who intended to enter formal qualification courses at the college of education, polytechnic, or university, took a further ACCESS course, Pre-entry to Tertiary Education. Of 37 participants on the last three courses, 20 have gone on to tertiary institutions.

- The Auckland College of Education has offered an "Introduction to Teacher Training" Access course every year since 1987. This course is of a 16-week duration and Maori and Pacific Islands people of over 20 years of age are the main target group (although this is not exclusive by any means). The course is designed to upskill/better inform students of the teacher training opportunities which exist for early childhood, primary and secondary education. It has been most successful. In 1990 the first graduate from this course completed the Diploma in Social Services, and in 1993 the first graduates from the B.Ed. programme will receive their degrees.

- Dunedin is working to produce a package with a qualification for community tutors, to assist in the training of people who teach in the community. The college already runs courses for such people, for example, a 1991 course on teaching skills and methods for health educators attended by people from the Cancer Society, school nurses, and St. John's tutors. Many of these people work with children.

- There is a tremendous potential for teacher development in areas such as industry. Wellington has a small unit, the School of Training for Trainers, which is a national school offering skills-based training to staff training officers, training advisers and administrators, training managers, and in-service educators. The School is largely autonomous and fully user-pays. Auckland has a similar scheme, the Performance Improvement Centre, where tutors employed as staff trainers work with employees from large companies such as Telecom and Air NZ, helping them to evaluate their training programmes and teaching them about the teaching of adults and training development. The colleges could spend more time with industry groups but their charters require them to focus on quality training for education for those in the teaching community.

- The colleges are also entering into joint courses and certificates with other tertiary institutions. In Hamilton, for example, a Unitech Certificate for nurse educators, is taught jointly by the School of Education and the Polytechnic - three papers each for a six-paper qualification. There is also a Unitech Certificate in adult education. The School of Education at Waikato University is also exploring the possibility of working jointly with a regional

polytechnic for teacher education courses. The proposal is that a polytechnic might do the first-year course and that the students would then come to the main campus. The proposal has drawbacks, including the possibility of diminishing the central campus, but would have the advantage of students testing themselves in a tertiary institution without the expense of moving away from home. The only argument for going ahead with such a proposal would be if it gave people in the region access to tertiary education which they would not otherwise get.

In Dunedin the college is teaching a Diploma of Sports Studies jointly with the university and the polytechnic. This is a national course with face-to-face and distance education components. Dunedin also offers a Diploma of Tertiary training for people teaching at the tertiary level, particularly polytechnics; the Board of Studies for the diploma is a joint one of the college and the polytechnic.

* Palmerston North offers a Certificate in Educational Management. Development work is being carried out in Dunedin, Wellington, and Palmerston North on a Diploma in Eductional Leadership.

The School of Education at Hamilton has several plans in the pipeline, for courses leading to formal qualifications, for example, a Bachelor of Leisure Studies and a Master of Educational Leadership.

* Colleges also have students other than teacher trainees enrolled in their courses, for example, in Hamilton, students engaged in training for nursing and the police are also enrolled in courses at the School of Education, as are students from other schools within the university.
* Auckland has been conducting a Summer School programme each year since 1991. Classes are held in Auckland and in Northland in subjects such as:

computer education, art, mainstreaming and management.

Both Wellington and Hamilton are exploring the idea of summer schools. Hamilton is particularly interested in these as an alternative form of delivery that would suit school principals and boards of trustees. A substantial part of such a course would be taught for three weeks in January, followed by a series of weekend courses.

* The number of conferences run by colleges has increased. Auckland is particularly active in this area. A conference they ran for art educators in 1992, for example, was attended by 350 people from throughout New Zealand and had 100 on the waiting list.

Entrepreneurial Activities With Overseas Clients

Christchurch

The college has entered into several ventures involving overseas students, most of them from Japan. While the main focus of the college is to prepare quality teachers for New Zealand, staff believe the experience of students can be enhanced by the

international links on campus. The college is aiming for a multicultural campus, particularly important in Christchurch because of the monocultural nature of the community. There is much that teachers need to know about global issues and it helps trainees to have students from other countries living on campus.

The "globalisation of education" and "internationalisation of the world" are contemporary facts. There is a strong link between the development of empathy with other cultures and the development of empathy in terms of individual differences within a culture.

The two main ventures now being developed on the campus at Christchurch are:

* The building of Sonoda Gakuen Women's College campus at Christchurch. Funding for this development is largely from the Japanese college involved. In essence, a Japanese college has established a small village and the Christchurch campus with six units of residential accommodation There is room for 90 students, 30 Japanese and 60 New Zealand. Japanese students will do courses from between three and twelve weeks on such topics as understanding New Zealand and Pacific culture. Two professors have been appointed from Japan but tutors from Christchurch college are also being paid to do courses in, for example, art and Maori studies, largely financed by the Japanese or on a cost-recovery basis. A few Christchurch students and lecturers are visiting Japan on an exchange development. (The college also has exchanges with a college in China and Bethany College in Virginia.)

* The establishment of a College of English Language. A building to provide facilities for the teaching of English to speakers of other languages will be completed in early 1993. It will be leased to a company of which the college is a 25% shareholder. In addition to enhancing the environment for teacher education, the unit will provide a long-term source of entrepreneurial funds for the college.

Visiting Teachers from Overseas (Auckland)

Each year the Auckland College of Education is approached by hundreds of teachers from America asking for arrangements to be made for them to visit local schools. An assistant has been appointed to help arrange visits for these and other overseas teachers. This year, the college developed a package for American educators when they visited Auckland which involved work in a school with mentor teachers and lecturers at the college. A recognised package is important because visiting teachers hope to gain credit for their experience with their home university. This is a seasonal but time-consuming activity. People attending pay a fee to help recompense payment made by the college to the schools involved.

Groups of Japanese students also come to learn English before starting a tertiary course, as they do at Christchurch, Waikato and Palmerston North. At Auckland students spend the morning learning English and the afternoons doing recreational activities

provided by the college. Future courses may have to be limited to school holidays because maximum use is now being made of the college campus during term time.

Palmerston North College of Education is part of the "Knowledge Centre" which promotes Palmerston North nationally and internationally as an educational centre. The Knowledge Centre includes Massey University, the International Pacific College, and Manawatu Polytechnic.

QUALITY ASSURANCE

It has always been the goal of colleges of education to produce quality teachers. Their increased autonomy is encouraging them, and a more competitive environment is forcing them, to pursue this goal more vigorously.
Five important components of quality assurance are:

* Changes in the selection process and in the quality of students accepted to training.
* The standards of work demanded of students throughout the course and in order to graduate as certificated teachers.
* The consumer satisfaction of schools and boards of trustees as future employers of students.
* Appraisal of lecturing staff at the college and relevant staff development.
* Feedback information from research.

Student Selection

Recruiting the best quality students into teacher education is an international concern as teacher education competes with an increasing number of professional occupations. Colleges of education believe that they are selecting from a larger and more highly qualified pool of people than ever before and that the quality of the intakes of students into teacher education has improved markedly over the last few years, as colleges now nationally set the criteria and academic benchmarks for selection. A National Recruitment and Selection Committee (representation consists of senior staff members from each college) was established by the New Zealand Council for Teacher Education in 1989.

When they address questions of quality, the colleges are seeking to pursue two objectives at the same time. They want to recruit men and women who have what they regard as the right qualities and the potential to become good teachers/educators, but they also have important equity, bicultural, and affirmative action objectives which they carry out on behalf of the wider new Zealand community. Until recent years many people have taken the view that these two objectives are in opposition to each other - that you cannot recruit students of high quality and meet equity objectives at the same time. Experience in all the colleges is disproving this. Since the colleges took over their own selection of students in 1989, the colleges have been lifting their entry criteria and the cut-off points are higher than they used to be. They have also increased the percentage of Maori, and students from Pacific Island communities and other ethnic groups.

Previously all colleges were required to follow a national policy for the selection of students. Now they are responsible for their own selection process. This fact has led to greater diversity, although the process in some colleges has not changed much. In

Dunedin, for example although the process is now cheaper because less advertising is necessary, the interviewing process has remained much the same. Christchurch and Wellington, on the other hand, have devised new systems which, as well as differing from the old system, also differ from each other. Christchurch is doing less interviewing than in the past. Their academic requirements are so stringent that they believe it is appropriate to offer direct entry to students who meet enhanced criteria, subject to English language and mathematics assessment. In Wellington by comparison, a much fuller process is now operating which involves a whole day including face-to-face interviews, student group discussions, and written maths and writing exercises for applicants.

Characteristics of the selection process in most colleges are that:

* there is wide representation on selection panels, for example, college primary programmes committee; the School Trustees Association; NZEI; iwi;
* all members of selection panels receive at least a half a day's training in selection processes;
* there is some moderation across panels to ensure a consistent selection process and one member sits on all panels;
* some interviews take place on a marae where they can be assisted by local Maori elders.
* some colleges encourage applicants to bring a support group with them to the interview.

One consequence of colleges developing more distinctive institutional characteristics is that students may choose to apply for colleges outside their own locality. Hamilton, for example, claims that students are choosing to go there because of the reputation of the School of Education's degree and diploma, the emphasis on bilingual programmes, and the excellence of the Maori Studies Department at the university. (Other factors such as the ease of training on a joint campus with living accommodation available no doubt contribute to this trend.) In 1991 about 22% of primary trainees at the college were from outside the region. The numbers are now sufficiently high for the college to be considering a policy of limiting the numbers from outside because the college's first priority is to serve its own region and community.

Hamilton is also a good example of a college which, when it took over its own selection from the Department of Education and education boards, had a firm policy to address equity issues. A rigorous recruitment campaign was run to boost the number of Maori applying for early childhood, primary, and secondary training. This has been reflected in the increased number of Maori accepted for training, particularly primary. The percentage of Maori in the School of Education is now higher than for the population at large. The percentage is as high as a third for primary trainees. Maori have been admitted under exactly the same criteria as other students and there has been a substantial improvement in the success rate of Maori students over the last three to five years. Maori students are determined to increase their Maori language skills while at the college and are fortunate to have access to two Maori departments - one in the School of Education, one in the School of Humanities.

Staff Appraisal

The important issues of autonomy and academic freedom have been stumbling blocks in the past to developing staff appraisal systems acceptable to all lecturers. The development of staff appraisal mechanisms needs to be seen in the context of moves towards more stringent assessment measures in the wider educational community. Such moves do not necessarily indicate that the present performance of lecturers is deficient. Effective staff appraisal systems, particularly if they are linked to staff development, should not be regarded as threats to staff autonomy but rather the reverse. If the outcome is improved staff performance, this should increase staff autonomy and the professional and personal satisfaction lecturers derive from their job. Professional development must be lifelong for staff as well as students. If some staff have been reluctant to acknowledge the need for regular appraisal, all have been aware of the difficulties of devising systems which are fair, constructive, not too demanding to administer in terms of time and cost, and which do not degenerate into just another administrative task with little obvious impact on the quality of teaching.

Auckland and Wellington are both colleges which are making a concerted effort in 1992 to develop systematic schemes of staff appraisal. The two colleges differ in their approach. In Auckland, each school (i.e., primary, secondary, and early childhood) and departments within these schools will be required to have its own procedure for staff appraisal in place by the end of the year. Staff appraisal will be linked to peer appraisal but not to monetary reward. Linking performance criteria to salary is opposed by staff at all colleges. Staff within departments may decide collectively on a set of skills where improvement is considered desirable. These will later be used for staff appraisal and development. Regular and systematic student evaluation of all courses through the use of an agreed-upon student questionnaire would be another possibility. Under the Auckland model, various departments may come up with different approaches for staff appraisal and development. An important aspect of the development of a range of systems is that all staff should have an opportunity to contribute to the model which will apply to them. The rationale is that if systems are developed which staff feel comfortable with and are committed to, they are more likely to be successful than if a system is imposed by management.

In Wellington College wide procedures are being developed. A draft policy on academic appraisal and development for the whole college is now being discussed. The document's preamble states:

> The College must have a well understood and externally transparent staff appraisal and development system if it is to maintain its position as an accredited provider of educational programmes which lead to recognised qualifications.
>
> Such a system much recognise the existence of specialist academic teams within the College and promote their growth and self-improvement, while at the same time allowing the College to satisfy external requirements to monitor the quantity, quality, timeliness, and cost of its outputs.

All staff will be involved in the scheme and will be "subject to an internal audit of those

parts of their jobs which impinge directly on the College's ability to monitor the quantity, quality, timeliness, and costs of its outputs".[7] All departments will be required to consider ways of improving the quality of their contribution to the outputs of the college. The teaching performance, specialist knowledge, and contribution of individual staff will be considered in order to arrange for appropriate staff development. An important characteristic of the Wellington appraisal and development policy is that development is closely linked to appraisal. The policy for both appraisal and development focuses both on individual and team performance for which staff have a collective responsibility.

In Hamilton, to give another example, there is a good deal of peer appraisal because so many joint college and university courses are organised using a team-teaching approach. Regular course evaluation by students is also a feature of staff appraisal as it is at all colleges. Formal mechanisms for staff appraisal have, however, been hampered by the lack of resolution of an industrial agreement between college staff and the vice-chancellor of the university.

Christchurch also acknowledges that staff appraisal is an essential component of quality control. A thorough but time-consuming staff appraisal system, starting with the principal and senior management, is being set in place. A similar system is planned for all staff, who are at present involved in voluntary peer appraisal.

The appraisal of more staff on limited-term appointments has had an invigorating effect on college staff and students. In Christchurch, for example, where there have been many staff changes in the last two to three years, there are an increasing number of young, active staff, particularly women, who combine recent classroom experience with high academic qualifications.

Staff Development

Staff in all colleges are involved in staff development. As well as the systems just described common features are:

* Increasing attention to induction programmes for new staff, including teaching in a tertiary institution.
* Regular staff development seminars and workshops on such issues as assessment; equity issues; Treaty issues in relation to developing the college charter courses in Maori language; technology, particularly computers; and management skills.
* Staff development in relation to the Government's curriculum achievement initiatives.
* Staff development as a part, or consequence of, contracts. (Profits from contracts may also be used for staff development; for example, in Dunedin

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[7] Academic Staff Personnel Appraisal and Development (1992)

two staff were assisted to attend an international reading conference in Hawaii.)

* A marked increase in the number of staff working for and gaining postgraduate degrees. In Auckland, for example, 12 lecturers are enrolled for a Ph.D. and in Christchurch, seven. There are two main motivating forces; first, the desire on the part of lecturers for intellectual development to increase their knowledge and upgrade their skills; second, a move towards comparability with university staff.
* Some funding is available to give staff release time to assist them to improve their qualifications. In Auckland, for example, $4,000 was available in 1992 to support staff who wished to improve their qualifications. Assistance ranges from three months' release time for a librarian to gain a higher qualification to six weeks for a lecturer writing a Masters thesis, to paying fees for eight Ph.D. candidates.
* All colleges now have a research fund, some of which is available for staff to undertake research, particularly in the fields of curriculum and children's learning. Staff research is frequently associated with gaining higher degrees. As well as financial support, staff may receive professional guidance from research committee members.
* Increasing members of staff are attending and presenting papers at national and international conferences.
* Joint B.Ed. degree courses mean that college staff lecture to both university and college students. A measure of quality in terms of staff development is the fact that college lecturers are accepted by university staff.

Teaching and Learning Development Unit

An important resource for staff development at Hamilton is the Teaching and Learning Development Unit, which has a wide range of services available for staff to assist them to maintain and develop their teaching effectiveness and satisfaction. A course/teaching appraisal service is available from the unit. Students are also assisted to overcome learning or study-related problems.

Student Assessment

There have been criticisms in the past of the light workload expected of students, the standard of work expected, and the assessment methods used to assess student work.

In Hamilton, where the School of Education and university courses have amalgamated, staff do not believe there are any criticisms of lax standards. The results of college students, who tend to perform in the B+ area, compare favourably with students doing other university courses. A survey conducted three years ago on student workloads indicated that the workload of B.Ed. students rated second of all faculties. The college believes it has rigorous standards of assessment and, in common with other colleges, is moving towards an achievement based assessment. Staff are confident all graduating students are capable of performing well as classroom teachers. This is linked to the quality

of the initial selection. If only well motivated students who are likely to succeed in the classroom are selected, one would expect a high success rate, particularly with effective course teaching. It is part of the teaching ethic of the colleges that if the selection criteria are tight enough and only those with the potential to be "good" teachers are selected, staff should be successful in preparing the complete intake for the classroom.

All colleges believe they are being more stringent in their standards of student assessment and, in an increasingly competitive market, more prepared to fail or counsel out students they do not consider will make successful classroom teachers. Colleges have a reputation for being supportive institutions. They believe they support students in unique ways which differ from universities and polytechnics. They do not believe, however, that being supportive runs counter to their professional obligation to fail students who do not meet their standards. The colleges have a responsibility to their students but they have a wider responsibility to schools, parents, and the children students are trained to teach.

All colleges write profiles of graduating students according to agreed guidelines. The following is an example from Dunedin of the headings used by staff in describing students which reflect the personal qualities and professional skills considered necessary in graduating students.

DUNEDIN COLLEGE OF EDUCATION

SUGGESTED CRITERIA FOR THIRD YEAR REPORTS

These **headings** will be used in the final College report

PERSONAL PROFESSIONAL QUALITIES

* Shows concern for the welfare of students
* Demonstrates enthusiasm and vitality
* Shows initiative
* Is punctual and reliable
* Willingly takes responsibility
* Presents a professional image
* Listens to others points of view
* Takes responsibility for own professional development
* Self-evaluates
* Recognises and makes use of talents
* Recognizes areas of need
* Communicates effectively
* Has a sense of humour
* Able to work independently

INTERPERSONAL RELATIONSHIPS

* Understands the nature and needs of primary aged children
* Understands and caters for individual differences
* Establishes secure, effective relationships with learners
* Communicates the children's efforts are valued
* Praises and encourages effort and achievement
* Works effectively as a team member with other staff
* Willing to share ideas, resources with others

* Effectively communicates information to parents about their children
* Respects and values parent's knowledge of their children
* Actively seeks assistance
* Listens to advice and guidance and acts on it
* Willingly carries out assigned duties

CURRICULUM

* Has taught in all curriculum areas
* Shows the ability to develop a balanced programme across the curriculum
* Has the ability to interpret the curriculum to suit the learners' needs and reflects this in planning and implementation of the programme
* Can locate curriculum information
* Shows initiative in gathering curriculum resources
* Demonstrates an empathy to ethnic groups and selects appropriate strategies to fulfil curriculum goals
* Has demonstrated a competence in the New Zealand curriculum
* Uses relevant resource material

TEACHING TECHNIQUES AND MANAGEMENT SKILLS

* Effectively manages behaviour using a variety of appropriate strategies
* Evaluates the effectiveness of management strategies used
* Identifies behaviours that contribute to and detract from learning
* Uses a variety of teaching methods and can justify choice of method
* Demonstrates flexibility by adapting teaching on the basis of students' responses and other uncontrollable variables
* Demonstrates skills in the following areas of management:
  - gaining and holding attention
  - keeping children on task
  - giving clear instruction
  - organising children in a variety of teaching situations
  - implementing a smooth transition from one subject to another
  - schools administrative tasks
  - recognising individual and group dynamic factors
* Sets realistic and measurable objectives and regularly evaluates pupil attainment
* Evaluates own performance as presenter and uses such evaluation to modify future performances
* Attempts to cater for needs of all pupils in class
* Communicates effectively with pupils in a wide variety of teaching situations
* Gives pupils the opportunity to take responsibility for their own learning and behaviour
* Regularly collects data on individuals and uses this data for planning
* Demonstrates positive reinforcement techniques appropriately
* Provides a variety of learning experiences for pupils

PLANNING AND PREPARATION

* Establishes the needs of each learner
* Sets manageable, realistic objectives
* Demonstrates knowledge and understanding of syllabuses and school guidelines (eg charters, schemes, pupil records)
* Links planning to curriculum objectives
* Shows evidence of effective planning on paper: Long term, Weekly and Daily, to meet the individual needs of the learner

- Selects appropriate teaching and learning methods
- Selects and appropriately uses school and community resources
- Evaluates learning outcomes
- Uses evaluations as a basis for further planning
- Keeps essential class and school records
- Plans and implements child-centred approaches to learning
- Contributes to group or syndicate planning

Lecturers believe the final project or report written about students should be helpful to future employers. Employers are looking for more than grades. They are more interested in how students may be expected to perform in the classroom than in a series of course marks. Staff attempt to point up student strengths and areas which may need to be worked on but acknowledge that there is a tendency for reports to be a little bland which may make it difficult for employers to differentiate between students.

Graduating Students and Consumer Satisfaction

In the past, colleges have not had adequate means of keeping in touch with graduating students and the schools to which they have been appointed as first-year teachers. Without such a mechanism it is difficult for colleges to get reliable feedback on a crucial aspect of quality assurance and the most important output of their own programmes - the quality of first-year teachers. Some colleges, for example Dunedin, which also has the advantage of small size, has fairly complete records of teaching positions won by graduating students over the last three years. All colleges have a problem in keeping track of students as they are not obliged to advise the college of their appointment to a teaching position. The problem is compounded by the fact that, whereas prior to 1992 first-year teaching placements were made by the college for all students, usually in the region of the college or the student's home town, this is no longer the case. Graduating students now compete for jobs on the open market, and by no means all are successful.

Colleges have always had informal mechanisms for getting feedback on the quality of their graduating students. A closer relationship between schools and colleges is developing as a consequence of, for example, joint involvement in curriculum and staff development contracts won by the college; college courses and teaching practice sections being better integrated; the liaison officer's responsibilities for college/school links and getting feedback on the school's reaction to college courses and student performance in schools; training for associate teachers; and the location of teacher support staff and services on the college campus. This means that opportunities for schools to feed back information on the quality of first-year teachers has increased. The active involvement of college lecturers in professional groups such as the Reading and Mathematics Associations provide other forums for informal feedback. It is hard to quantify this sort of information but staff at Dunedin believe the satisfaction with their graduates is high and this is reflected in the high employment rate of their students, including quite a number appointed outside the Otago and Southland region.

All colleges have had systems in place for beginning teachers to meet during their first year of teaching. Dunedin runs a seminar midway through the year in Dunedin and Southland, which allows ex students to comment on the usefulness of their training and make suggestions for change. A report is prepared from their seminar. In Christchurch, the college initiated two surveys in 1992 with regard to the primary programme : one of school principals and one of B.Ed. students asking for feedback on the course of training. It is intended that similar surveys will be conducted on an annual basis.

All colleges are considering more formal mechanism for measuring consumer satisfaction with their graduate students. Wellington employed an independent consultant in 1992 to visit schools in the region as the basis for drawing up a schedule which could be used on an annual basis to gauge the reaction of local schools to the training programme offered by the college as demonstrated by the skills and performance of first-year teachers they employ.[8] Schools are also able to comment on the extent they believe they are able to influence the college programme if they believe there is anything wrong with it. Palmerston North has just initiated a research project to look at employers' perceptions of desirable attributes in beginning teachers. Part of the impetus for the study is to counter the "mythology" of teacher education - out-of-date views of what the college is doing, in some cases, held by school principals. Even people within education tend to judge the college by their own, much earlier experiences. The colleges are also considering ways of being more closely involved with the induction of beginning teachers, if not just for their own students, for all first-year teachers appointed in their region.

The ease with which students find employment is one measure of the regard in which graduating students are held, but in the current employment market it would be unfair to judge the success of college courses by whether or not students gain jobs because this could be due to factors outside the control of either the college or students. The college may well produce "successful" students who do not find employment. In Auckland, for example, there were four times as many graduates as there were positions advertised. Some innovative courses, for example, early childhood training at Otaki, have not been going long enough to judge whether students will be successful in winning positions. At present it is only possible to judge whether they are successful students. One measure of the success of the course is that the participants are still on the course. This is a particularly important criterion because the course is expensive and students can only do it with a lot of whanau support.

The Auckland College has investigated the success of their graduating students in finding jobs.[9] It is worth noting how impressed school principals are with the quality of students' CVs - considered in some cases to be more professional than those of applicants to more senior positions. The final college profiles of students are helpful but criticised for being "bland" and lacking in specific information for future employers. Colleges are working hard to make these profiles more detailed. The four most important factors

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[8] See Shaw, H. (1992)

[9] See Cameron, M. and Grudnoff, L. (1990 and 1992)

influencing appointment to a teaching position, according to the Auckland study, are commitment to teaching, quality of spoken English, overall appearance, and personality. Male students are disproportionately likely to gain permanent positions and there may be a trend to appoint young teachers rather than mature women. It was not possible to make an informed comment about ethnicity. The writers add -

> The lack of a systematic system for accurate collection of employment figures is concerning. Because there is no centralised system we do not know enough about who is being employed, who misses out, and what they are doing when they do miss out.

Without an accurate database of this kind it is difficult for colleges to fully monitor the effectiveness of their own programmes as judged by the performance of their graduating students. Even with accurate knowledge of student placement as first-year teachers, it may be difficult for colleges to monitor their competence in the classroom. In Dunedin, for example, the college which probably has the most complete record of its graduating students, first-year teachers are now winning positions all over the country. It is difficult to do any formal monitoring at a distance. Even if the college would like to continue to support its own graduates, it is hard to offer assistance for other than those appointed to local schools. The college believes that there is now a gap in support for beginning teachers with the demise of the inspectorate. Boards of trustees are unsure where to go for help on a number of issues, including the performance of first-year teachers. With the closure of the regional office of the Department of Education, the college has become the first point of call for many queries from outside.

The colleges have always regarded the first year of teaching as an important phase of teacher training and development. The college liaison officers are trying to work more with first-year teachers and also to support those who have not got jobs. In Auckland and Christchurch for example, the colleges have held meetings during the year with students who have been unsuccessful in winning positions to demonstrate that they share their concern. Unfortunately, funding constraints mean colleges have problems in providing as much ongoing support as they would like. Their first responsibility much always be to students in the pre-service programme.

A further aspect of quality assurance is the colleges' involvement with external research projects. An example would be the willingness with which staff at Auckland, Wellington, and Christchurch are collaborating with the researchers in a Ministry-funded longitudinal study of student progress through colleges of education.[10] Findings from this four-year study have been discussed with staff at regular intervals and changes have been made to college programmes as a consequence. Despite any criticisms students may have of their training, it says much for the colleges, and the students, that at the end of the course most students, 97%, describe themselves as either "confident" or "very confident" about teaching.

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[10] See Renwick, M.E., and Vize, J. (1990/91/92)

EXECUTIVE SUMMARY

Colleges and schools of education are intensifying their efforts to achieve excellence in teacher education. All are going through a period of rapid change as they explore ways of producing better teachers and also adapt to changed Government requirements for the management of tertiary institutions and the delivery of tertiary education. Among the most important changes for the colleges of education are:

* increased responsibility to manage their own affairs;

* bulk funding and financial accountability;

* the movement of teacher support services (formerly teacher advisory services) to the colleges;

* closer affiliation with universities;

* revisions and changes in the content of programmes of training;

* opportunities to diversify their operations.

Changes to the way that the central educational agencies are operating are also presenting new challenges to the colleges. The Ministry of Education is contracting out many responsibilities which the former Department of Education undertook through its own staff.

The increased autonomy of institutions has also had a major impact on the thinking of staff in colleges. As well as responding to external demands and initiatives, the colleges have themselves initiated programmes and services. In particular, the interaction between the colleges' traditional role of providing courses of initial teacher training and the new function of teacher support has created opportunities notably in the field of teacher development and in-service training which are strengthening the bonds and working relationships between advisers and lecturing staff.

All colleges are responding to similar issues. Some of their solutions to these issues are similar, others are different. The colleges are determined to maintain reasonable national comparability of "outputs", but increased autonomy means that the colleges, which have never been replicas of each other, are developing even more marked individual characteristics than in the past - influenced by, for example, size, geographic locality, proximity to other institutions (particularly universities and polytechnics), as well as the collective and personal philosophies of staff. It is a strength that the colleges have reacted to their new responsibilities and challenges in different ways.

Towards a Graduate Primary Profession

The colleges have for many years been moving towards primary teaching as a graduate profession. The process has been accelerated by the Government's policy to raise primary teacher education to degree status and for colleges, while remaining autonomous, to become affiliated to the universities and to facilitate integrated degree courses. The colleges and their neighbouring universities have differed in the arrangements by which primary trainees obtain degrees. In Hamilton, for example, the teachers college has now amalgamated with Waikato University. In Auckland all primary teacher trainees are now enrolled at the university and at all other colleges the percentage of students taking university courses has increased. All colleges are committed to degree programmes as the norm for primary teacher education.

Contracts

All colleges are now tendering successfully for contracts. The majority of these are with the Ministry of Education and related to the school curriculum and teacher professional development. The curriculum contracts won by colleges are essentially of four kinds:

* to develop a particular curriculum, for example, in science or mathematics;

* to assist teachers to come abreast of the ideas in the new syllabus;

* to develop resources in association with new curricula, for example, handbooks to go with the new music syllabus; and

* other forms of teacher development, for example, school management, and mainstreaming of special education students.

The most important gains for the colleges from contracts are that college staff are put at the centre of curriculum development and closer links with schools and teachers are developed through field trials. There is a high spinoff back to the colleges and students through the lecture programme. Most staff see associated problems for colleges as minimal but colleges do have to ensure that their primary function of providing quality programmes for students is not adversely affected by having too many experienced lecturers involved in contracts.

Off-campus Programmes and Accreditation of Prior Learning

Primary pre-service teacher education has traditionally been undertaken through a three-year course based on a college campus. This is still the main route for those students aiming to gain a diploma of teaching. For the majority of students, who now intend to graduate with a BEd degree as well as a diploma of teaching, the four-year course is also campus based. But all colleges are also investigating and piloting more flexible ways of delivering courses of pre-service teacher education including shortened courses and off-campus courses.

For a number of years colleges have recognised the value of a university degree by providing a shortened two-year primary pre-service teacher education programme for graduate students entering college, and also for those with half or more of a degree. But for some colleges it is only recently that any serious attempts have been made to recognise other kinds of formal training (eg trade certificates) and informal experience (eg voluntary worker).

Off-campus programmes, some of which have a distance education component, have been set up for a variety of reasons:

* to respond to needs identified by the community;

* to increase access to tertiary training;

* to allow students choice in the form of delivery that best suits them;

* to give access to training for students who are able to move to the main centres, usually for family and/or financial reasons;

* to target particular groups of students, for example, rural (women) and Maori; and

* to ensure a supply of trained teachers in districts where schools traditionally have been difficult to staff.

The arguments for developing off-campus programmes are similar to those for accrediting prior learning, particularly the need to increase access to tertiary education for groups which previously have tended to be excluded from formal training.

The main gain from off-campus programme is for the community in which the programme is established. Because such programmes are an expensive way to train teachers effectively only limited expansion is likely.

Teaching Practice in Schools

The relationship between college courses and the experience students have in schools is of critical importance in programmes of teacher education. All colleges recognise the crucial importance of students' experience in schools and are continually evaluating and improving the quality of this experience. Approaches vary from college to college, but common to all are:

* The appointment of a full-time liaison officer or manager who is responsible for all student placements in schools and also in maintaining close links with schools.

* The preparation of courses which are more closely integrated with teaching practice.

* Having school representatives on all advisory committees which plan courses.

* Ensuring that tutors who visit students in schools are known to the students and have on-going contact with them.

* Ensuring that associate teachers are more carefully selected than previously and are prepared more systematically for their responsibilities, both in terms of taking training courses and in the detailed guidance, written and face-to-face, from the college to carry out their responsibilities to students effectively.

* School postings which are aimed at giving all students experiences of a wide range of schools - urban, rural, multicultural, inner city, full primary, intermediate - and at all levels of the primary school.

Quality Assurance

It has always been the goal of colleges of education to produce quality teachers. Their increased autonomy is encouraging them, and a more competitive environment is forcing them, to pursue this goal more vigorously. Five important components of quality assurance are:

* Changes in the selection process and in the quality of students accepted to training.

* The standards of work demanded of students throughout the course and in order to graduate as certificated teachers.

* The consumer satisfaction of schools and boards of trustees as future employers of students.

* Appraisal of lecturing staff at the college and relevant staff development.

* Feedback information from research.

Other College Innovations

The college are also being innovative in:

* Special education

* Equal educational opportunities: Maori education

* The arts

* Their relationship with the Teacher Support Services

* Other courses, certificates and diplomas

* Entrepreneurial activities with overseas clients

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